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ABSTRACT

This teacher's guide is one of a series of publications focusing on the occupational preparation of persons with special education needs. The material was developed and tested by cooperating teachers over a period of three years. Task analysis information is presented using occupational descriptions from the Dictionary of Occupational Titles, covering entry level occupations generally available in Michigan. Instructional task modules are presented in detail under the headings: behavioral task knowledges/task skills, instructional methods, task-related competencies, instructional materials, basic information for cooperative teaching (language of the task and quantitative concepts), and suggestions. An instructional materials bibliography is included, followed by two appendixes, an instructional materials code indicating probable learning sensations, and a task-related competencies code. This guide describes 6 tasks common to the health occupations cluster, together with 48 tasks for seven selected entry occupations in the health care subcluster, 18 tasks for three selected entry occupations in the child care subcluster, and 25 tasks for five selected entry occupations in the hospital housekeeping subcluster. (SA)

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Cluster Guide

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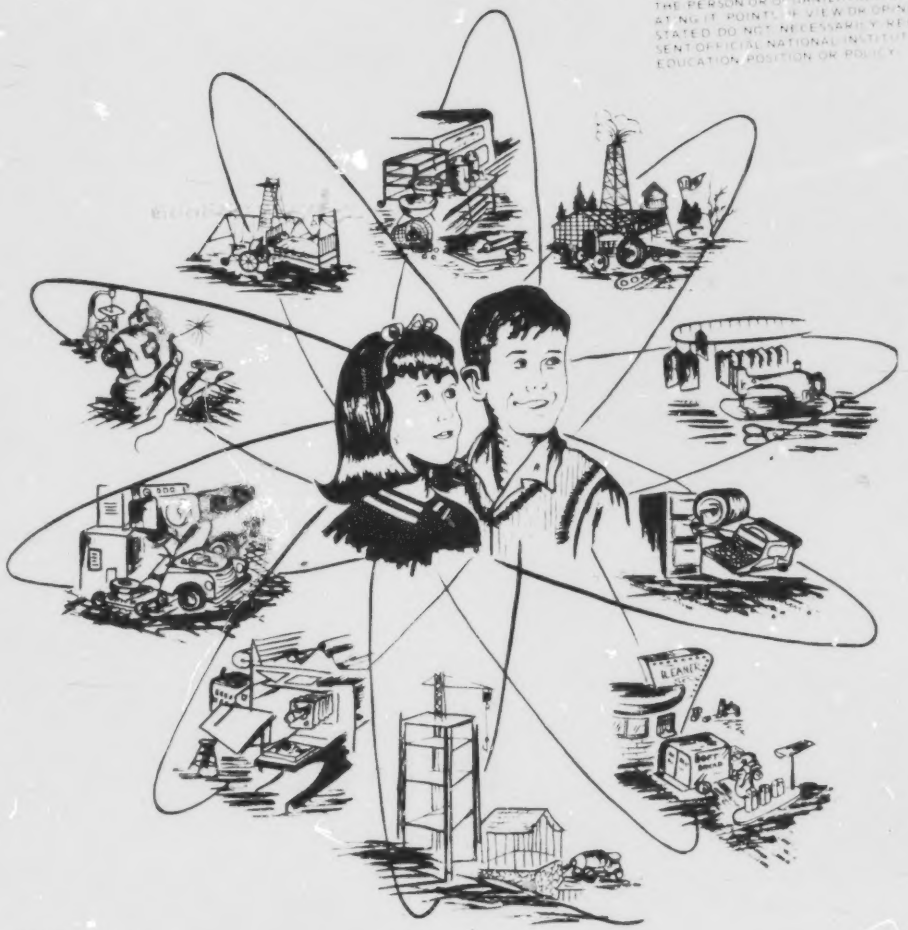

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Health Occupations

An Instructional Resource Guide to Enhance Cooperative Vocational Education / Special Education Teaching

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HEALTH OCCUPATIONS CLUSTER GUIDE

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Mt. Pleasant, Michigan 48859

PREFACE

This teacher's guide is one of a series of publications focusing upon the occupational preparation of persons with special education needs. It is intended to be used jointly by concerned teachers as they work collectively to serve students with unique educational problems. Developed and tested by cooperating teachers, these materials represent the culmination of three years of intensive listening, communication, cooperation, and positive action between vocational and special education teachers. If the exciting ideas in these pages are actively and cooperatively implemented, the impact upon our young people could well be tremendous.

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CONTENTS

PREFACE ii

ACKNOWLEDGEMENTS iii

TASK ANALYSIS INFORMATION

- Cluster Organization 1
- Clustered Occupations 2
- Dictionary of Occupational Titles 3
- Cluster Commonality Analysis 6
- Subcluster Commonality Analysis: Health Care 7
- Subcluster Commonality Analysis: Child Care 10
- Subcluster Commonality Analysis: Hospital Housekeeping 11

INSTRUCTIONAL TASK MODULES

- Common Cluster Tasks (CT) 13
- Subcluster: Health Care (HC) 29
- Subcluster: Child Care (CC) 147
- Subcluster: Hospital Housekeeping (HH) 189

INSTRUCTIONAL MATERIALS BIBLIOGRAPHY 247

APPENDIX

- Instructional Materials Code 255
- Task-Related Competencies Code 257

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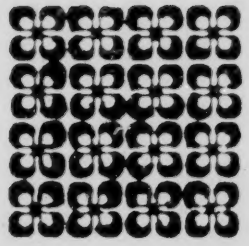


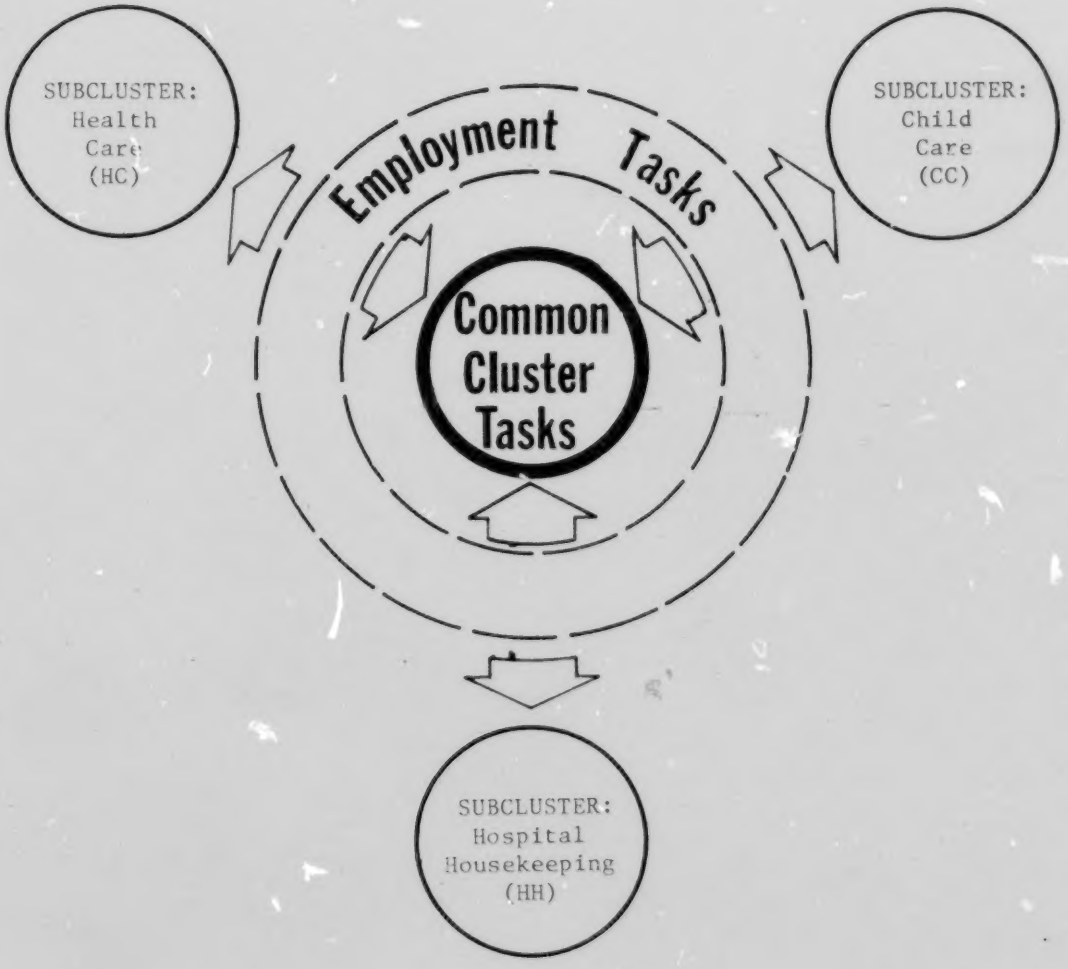
TASK ANALYSIS INFORMATION

- CLUSTER ORGANIZATION
- CLUSTERED OCCUPATIONS
- DICTIONARY OF OCCUPATIONAL TITLES
- CLUSTER COMMONALITY ANALYSIS
- SUBCLUSTER COMMONALITY ANALYSIS: HEALTH CARE
- SUBCLUSTER COMMONALITY ANALYSIS: CHILD CARE
- SUBCLUSTER COMMONALITY ANALYSIS: HOSPITAL HOUSEKEEPING

CLUSTER ORGANIZATION

HEALTH OCCUPATIONS

(HTH)



CLUSTERED OCCUPATIONS

CLUSTER: HEALTH OCCUPATIONS

OE PROGRAM CODE	SUBCLUSTER TITLE	D.O.T.	OCCUPATIONAL TITLES
07.0303	Health Care	*355.878	Nurse Aide
07.0402		355.878	Orderly
07.0307		*355.878	Physical Therapy Attendant
07.0907		*354.878	Home Health Aide (Home Att
		354.878	First-Aid Attendant
		355.878	Ambulance Attendant
		355.878	Emergency-Entrance Attenda
16.0501	Child Care	*359.878	Child-Care Attendant (Aide
09.0201		359.878	Kindergarten Aide
		359.878	Child Care Assistant
09.0205	Hospital Housekeeping	321.138	Housekeeper
17.11		323.887	Maid
		*323.887	Maid, Hospital
		381.887	Charwoman
		*382.884	Janitor

*Key Analysis Occupation

DICTIONARY OF OCCUPATIONAL TITLES

The following is a list of occupational descriptions taken from the third edition (1965) of the Dictionary of Occupational Titles. These represent the key analysis occupations for the Health Occupations Cluster.

Each occupational title represents an entry-level occupation which is generally available (in demand) across the state of Michigan at the present time. However, teachers and curriculum planners must carefully study the generalizability of this information/data to the specific community. Local or regional manpower information and data must be carefully reviewed and analyzed in making decisions related to local vocational programs offerings and specific curriculum or course content.

355.878 *NURSE AIDE (Nurse Aide/Hospital Orderly)* Assists in care of hospital patients, under direction of nursing and medical staff: Answers signal lights and bells to determine patients' needs. Bathes, dresses, and undresses patients. Serves and collects food trays and feeds patients requiring help. Transports patients to treatment units, using wheelchair or wheeled carriage, or assists them to walk. Drapes patients for examinations and treatments, and remains with patients, performing such duties as holding instruments and adjusting lights. Dusts and cleans patients' rooms. Changes bed linens, runs errands, directs visitors, and answers telephone. Takes and records temperature, pulse and respiration rates, and food and liquid intake and output as directed. May apply compresses and hot water bottles. May clean, sterilize, store, prepare, and issue dressing packs, treatment trays, and other supplies and be designated as Nurse Aid, Central Supply. May prepare patients for delivery and clean delivery rooms, and be designated as Nurse Aid, Delivery. May bathe, weigh, dress, and feed newborn babies and be designated as Nurse Aid, Nursery. May clean, sterilize, and assemble into packs, supplies and instruments used in surgery, and maintain cleanliness and order of operating room and be designated as Nurse Aid, Surgery.

355.878 *ATTENDANT, PHYSICAL THERAPY (Physical Therapy Attendant)* Prepares patients for treatment by Physical Therapist: Assists patients in dressing, undressing, and moving about. Sets up and assembles such equipment as hydrotherapy tanks and vibrators. Places patients in position for treatment. Times length of treatment. Changes linen on beds and treatment tables, and cleans work area. May assist in fitting patients with corsets, braces, and hand splints.

354.878 *HOME HEALTH AIDE (Home Attendant)* Cares for elderly, convalescent, or handicapped persons in patient's home, performing any combination of the following tasks: Changes bed linens, washes and irons patient's laundry, and cleans patient's quarters. Purchases, prepares, and serves food for patient and other members of family, following special prescribed diets. Assists patients into and out of bed, automobile, or wheelchair, to lavatory, and up and down stairs. Assists patient to dress, bathe, and groom self. Massages patient and applies nonmedical preparations and treatments, such as liniment or alcohol rubs and heat-lamp stimulation. Accompanies ambulatory patients outside home, serving as guide, companion, and aid. Entertains patient, reads aloud, and plays cards or other games with patient.

359.878 *CHILD-CARE ATTENDANT (Aide)* Cares for group of children housed in city, county, or other government institution, under supervision of superintendent of home: Awakens children each morning and insures that they are dressed, fed, and ready for school or other activity. Gives instructions to children regarding desirable health and personal habits. Provides and leads recreational activities and participates or gives instruction to children in games. Disciplines children and recommends or initiates other measures to control behavior. May make minor repairs to clothing. May supervise housekeeping activities of other workers in assigned section of institution. May counsel or provide similar diagnostic or therapeutic services to mentally disturbed, delinquent, or handicapped children.

323.887 *MAID, HOSPITAL (Housekeeping Aide)* Cleans hospital wards, rooms, baths, laboratories, offices, and halls: Mops and waxes floors. Cleans window sills, woodwork, and furniture. Scours and polishes bathtubs, sinks, and laboratory equipment. Polishes brass and glass panels in doors and partitions. Empties ashtrays and trash baskets. Washes bedframes, brushes mattresses, and remakes beds after dismissal of patients. Keeps utility and storage rooms in neat and orderly condition. Distributes laundered articles and linens in wards. May serve patients meals and remove trays and dishes. May disinfect and sterilize equipment and supplies, such as rubber gloves, syringes, and test tubes, using germicides and sterilizing equipment. May make up packs of linen supplies, instruments, dressings, and treatment trays preparatory to sterilizing. May mix sterilizing solution according to formula.

382.884 *JANITOR* Keeps hotel, office building, apartment house, hospital, or similar building in clean and orderly condition and tends furnace and boiler to provide heat and hot water for tenants, performing any combination of following duties: Sweeps and mops or scrubs hallways and stairs. Regulates flow of fuel into automatic furnace or shovels coal into hand-fired furnace. Empties tenants' trash and garbage containers. Keeps building in good repair, performing routine painting, plumbing, electrical wiring, and other related maintenance activities, using handtools. Cautions tenants regarding complaints about excessive noise, disorderly conduct, or misuse of property. Notifies management concerning need for major repairs or additions to lighting, heating, and ventilating equipment. Cleans snow and debris from sidewalk. Mows lawn, trims shrubbery, and cultivates flowers, using handtools and power tools.

CLUSTER COMMONALITY ANALYSIS

HEALTH OCCUPATIONS CLUSTER

COMMON CLUSTER TASKS (CT)

		SUBCLUSTERS (HTH)		
		HEALTH CARE	HOSPITAL HOUSEKEEPING	CHILD CARE
	INSTRUCTIONAL TASKS			
CT01	Recognize professional codes of ethics	x	x	x
CT02	Clean articles in utility room	x	x	
CT03	Keep utility room in order	x	x	
CT04	Clean hospital unit following discharge	x	x	
CT05	Care for hospital linens	x	x	
CT06	Care for flowers	x	x	

x - essential
o - desirable

SUBCLUSTER COMMONALITY ANALYSIS:

HEALTH CARE (HC)

SELECTED ENTRY OCCUPATIONS

INSTRUCTIONAL TASKS	NURSE AIDE	ORDERLY	PHYSICAL THERAPY ATTENDANT	HOME HEALTH AIDE	FIRST-AID ATTENDANT	AMBULANCE ATTENDANT	EMERGENCY-ENTRANCE ATTD.
HC01 Recognize and interpret abbreviations	x	x	x	x	x	x	x
HC02 Washes hands	x	x	x	x	x	x	x
HC03 Answers patient signal	x	x	x	x	o	o	o
HC04 Make a closed patient bed	x	x	x	x			
HC05 Make an open patient bed	x	x	x	x			
HC06 Make an occupied bed	x	x	x	x			
HC07 Measures fluid intake	x	x	o	x			
HC08 Positions and moves patients	x	x	x		x	x	x
HC09 Understands methods of patient identification	x	x	x			x	x
HC10 Transfer patients with roller	x	x	x	x		x	x
HC11 Drapes patient	x	x		x	o		
HC12 Support patient during rectal/vaginal examination	x	x		x	o		
HC13 Assists with physical examination	x	x		x	x		
HC14 Prepare for and assist with enemas	x	x		x	x		
HC15 Applies hot water bottles	x	x	o	x	x		
HC16 Prepares and applies ice bag or collar	x	x	x	x	x		
HC17 Applies cold compresses	x	x	x	x	x		
HC18 Take and record temperatures	x	x	x	x	x	x	o
HC19 Take and record pulses	x	x	x	x	x	x	o

SELECTED ENTRY OCCUPATIONS

INSTRUCTIONAL TASKS	NURSE AIDE	ORDERLY	PHYSICAL THERAPY ATTENDANT	HOME HEALTH AIDE	FIRST-AID ATTENDANT	AMBULANCE ATTENDANT	EMERGENCY-ENTRANCE ATTD.
HC20 Take and record respiration	x	x	x	x	x	x	o
HC21 Take and record blood pressure	x	x	x	x	x	x	o
HC22 Feeds patient	x	x	x	x			
HC23 Gives and removes a bed pan and urinal	x	x	x	x	x	o	
HC24 Measures patient output	x	x	x	x	o		
HC25 Collect a urine specimen	x	x		x	x		
HC26 Collect a stool specimen	x	x		x	x		
HC27 Assists patients to and from wheelchair	x	x	x	x	x	o	x
HC28 Assist/transfer patient to a stretcher	x	x	x	x	x	x	x
HC29 Provide early morning patient care	x	x		x	o		
HC30 Provide evening patient care	x	x		x	o		
HC31 Assist patient with brushing teeth	x	x		x			
HC32 Assist patient in maintaining hair hygiene	x	x		x			
HC33 Give a lotion back rub	x	x	x	x	o		
HC34 Give a bed bath	x	x	x	x	o		
HC35 Assist with tub bath, sitz bath or shower	x	x		x	o		
HC36 Give a tepid sponge bath	x	x		x	o		
HC37 Set up a bed cradle	x	x		x	x		
HC38 Set up side rails	x	x	x	x			x
HC39 Care for patient in cast or traction	x	x	x	x			x

INSTRUCTIONAL TASKS	NURSE AIDE	ORDERLY	PHYSICAL THERAPY ATTENDANT	HOME HEALTH AIDE	FIRST-AIDE ATTENDANT	AMBULANCE ATTENDANT	EMERGENCY-ENTRANCE ATTD.
HC40 Change patient gown	x	x		x	o		
HC41 Measure patient weight and height	x	x	x	x	o		
HC42 Provide cardio pulmonary resusitation	x	x	x	x	x	x	x
HC43 Apply cotton rings and fuzzies	x	x	x	x			
HC44 Admit and discharge patients	x	x	x	x			x
HC45 Employ isolation techniques	x	x	x	x	x	x	o
HC46 Distributes fresh drinking water	x	x		x	o		
HC47 Serve and remove food trays	x	x		x	x		
HC48 Recognize different types of diets	x	x		x	o		

SELECTED ENTRY OCCUPATIONS

x - essential
o - desirable

SUBCLUSTER COMMONALITY ANALYSIS:

CHILD CARE (CC)

INSTRUCTIONAL TASKS		SELECTED ENTRY OCCUPATIONS: CHILD-CARE ATTENDANT (AIDE)	KINDERGARTEN AIDE	CHILD CARE ASSISTANT
CC01	Identifying the role of the child care aide	x	x	x
CC02	Exploring job opportunities for child care aides	x	x	x
CC03	Work as a member of the child care team	x	x	x
CC04	Identifying individual needs of preschool children	x	x	x
CC05	Understand the growth and development of a preschool child	x	x	x
CC06	Selecting toys	x	o	o
CC07	Selecting and guiding games	x	x	o
CC08	Storytelling	x	x	x
CC09	Guiding creative activities	x	o	o
CC10	Plan children's play	x	o	
CC11	Plan science and nature activities	x	o	o
CC12	Teach fingerplays	x	x	x
CC13	Teach manuscript writing	x	x	x
CC14	Direct music and rhythm experiences	x	o	o
CC15	Develop children's food and eating habits	x	x	x
CC16	Understand the child and his family	x	o	o
CC17	Provide for health and safety of children	x	x	x
CC18	Care for the exceptional child		o	

x - essential
o - desirable

SUBCLUSTER COMMONALITY ANALYSIS:

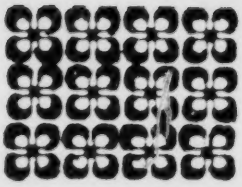
HOSPITAL HOUSEKEEPING (HH)

INSTRUCTIONAL TASKS	HOUSEKEEPER	MAID	MAID, HOSPITAL	CHARWOMAN	JANITOR
HH01 Brush sweep floor areas	x		x	x	x
HH02 Clean stair wells	x			x	x
HH03 Mop sweep floors	o		x	x	x
HH04 Wet mop floors	x		x	x	x
HH05 Operate an automatic floor machine				o	x
HH06 Strip a floor	o			x	x
HH07 Seal a floor	o		o	x	x
HH08 Apply floor finish	x		x	x	x
HH09 Wash painted surfaces	x	o	o	x	x
HH10 Clean wall paper	x	o	o	x	x
HH11 Wash wainscoted ceramic surfaces	x	x	x	x	x
HH12 Wash walls and ceilings by hand	x			x	x
HH13 Wash walls and ceilings by machine				o	x
HH14 Wash and clean venetian blinds	x	x	x	x	o
HH15 Clean and disinfect restroom equipment	x		x	x	x
HH16 Disinfect restroom floors	x		x	x	x
HH17 Clean and polish mirrors, windows, and glass	x	x	x	x	x
HH18 Wash and polish metal, wooden, and upholstered furniture	x	x	x	x	x
HH19 Clean light fixtures	x	o	o	x	x

SELECTED ENTRY OCCUPATIONS

INSTRUCTIONAL TASKS	SELECTED ENTRY OCCUPATIONS				
	HOUSEKEEPER	MAID	MAID, HOSPITAL	CHARWOMAN	JANITOR
HH20 Clean rugs	x	x	o	x	x
HH21 Wash windows	x	x	o	x	x
HH22 Clean metal surfaces	x	x	x	x	x
HH23 Perform dusting	x	x	x	x	x
HH24 Store maintenance supplies and equipment	o	x	o	x	x
HH25 Develop a maintenance program	x				x

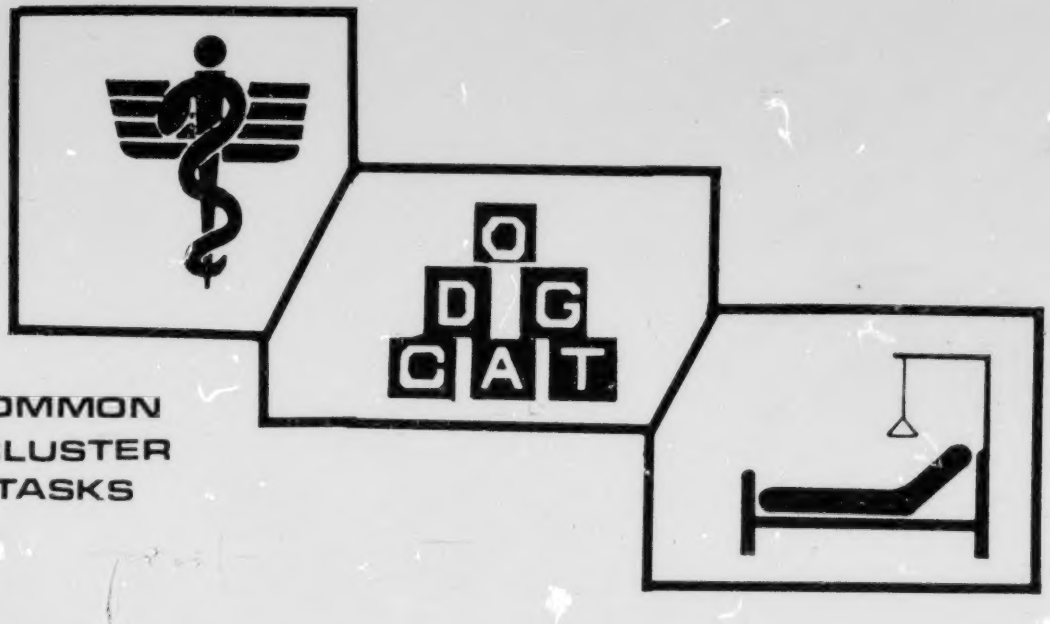
x - essential
o - desirable



INSTRUCTIONAL TASK MODULES

HEALTH OCCUPATIONS CLUSTER

- COMMON CLUSTER TASKS
- SUBCLUSTER: HEALTH CARE
- SUBCLUSTER: CHILD CARE
- SUBCLUSTER: HOSPITAL HOUSEKEEPING



COMMON CLUSTER TASKS

INSTRUCTIONAL TASK MODULES

CT01 Recognize professional codes of ethics

CT02 Clean articles in utility room

CT03 Keep utility room in order

CT04 Clean hospital unit following discharge

CT05 Care for hospital linens

CT06 Care for flowers

COMMON CLUSTER TASKS

Code: HTH - CT01

TASK: Recognize professional codes of ethics

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills
Introduced	Involved	Productive	Employable	

Given the necessary tools, materials, equipment, and requisite knowledge, the learner will:

1. identify, describe, and demonstrate specific professional ethics related to the performance of his job:
   a. use of perfume
   b. hair grooming
   c. make-up and jewelry
   d. posture
   e. uniform appearance
   f. talking/laughing
   g. confidentiality
   h. manners and courtesy
   i. integrity
   j. dependability
   k. responsibility
   l. sense of humor
   m. initiative
   n. cooperation
   o. genuine interest in people.
2. carry out sound physical health practices.
3. develop desirable personal traits and attitudes which will enable one to work harmoniously with others.

Instructional Methods

- Teachers role play concepts related to developing professional ethics, i.e. come to class with slip hanging, jewelry, excessive make-up, etc.
- Students view and discuss a film related to professional ethics.
- Students review institutional publication on ethics and behavior.
- Local hospital personnel speak to class on ethics.
- Students discuss pictures of people in uniform.

(This task must be re-emphasized throughout the course related to each upcoming task unit).

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 3,5,6,9,10	"Orientation Training"	8	50
NUMBERS	Ethics and behavior statement (from local establishment)	14	
	Procedure manual (from local establishment)	14	
APPLICATION C 8			
PHYSICAL			

COMMON CLUSTER TASKS

Code: HTH - CT01 TASK: Recognize professional code of ethics

Basic Information for Cooperative Teaching

Language of the Task	Quantitative Concepts
Confidentiality	Tell times
Ethics	Interpret graphs and charts
Integrity	
Dependability	
Initiative	
Harmonious	
Team	
Dependable	
Appropriate	
Responsible	
Code	
Professional	
Sensitive	
Abbreviations of titles: MD DDS SN NA OT DO RN LPN pt PT	

Suggestions:

- Role play aide, patient and RN parallel good and poor characteristics with patient, nurse, doctor reactions. Consider particularily the ultimate effect on the patient.
- Teacher in proper uniform
- Field trip to general hospital and/or extended care facility
- Observe professional personnel in health centers.
- Develop and use matching games for abbreviations.
- Teacher and deaf student should cooperatively develop some simple signs related to language of the task.
- Drill deaf student extensively on language of the task.

Supportive Instructional Materials:

Full length mirror
Personal appearance check list
"ABC Groovy Grooming" - American Red Cross - Health Department
"To Care Enough" - Park Davis Film

COMMON CLUSTER TASKS

TASK: Clean articles in utility room

Code: HTH - CTO2

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced	Involved	Productive	Employable	Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: 1. clean specific articles in the utility room, following specific procedures: a. rinse in cold water to remove sticky material b. wash in hot edsonite water c. rinse thoroughly under running water. 2. describe several points and procedures to remember when cleaning articles in the utility room: a. try not to drop or bang articles b. use scouring powder and cleansers with caution c. unclasp instruments and clean thoroughly d. drain water out of hot water bottle; leave open and hanging up e. be careful to keep all dry articles together.	• Teacher demonstrates and illustrates proper cleaning procedures to be followed in the utility room. • Students review and discuss a reading from the procedure manual on cleaning procedures in the utility room. • Teacher encourages small peer group cooperation and interaction in cleaning articles in the utility room.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 2,7,8,9 NUMBERS B 2b,4d,f APPLICATION C 5,8 PHYSICAL D 1c;d,2b	Procedure manual	14	

COMMON CLUSTER TASKS

Code: HTH - CT02 TASK: Clean articles in utility room

Basic Information for Cooperative Teaching	
Language of the Task	Quantitative Concepts
Equipment Clean Disinfect Rinse Wash Grooves Joints	Number relationships

Suggestions:

- Leave utility room clean (stress)
- This task may be particularly appropriate for deaf student.

Supportive Instructional Materials:

COMMON CLUSTER TASKS

TASK: Keep utility room in order

Code: HTH - CT03

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced	Involved	Productive	Employable	Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: 1. demonstrate a degree of skill in maintaining asepsis of utility room: a. keep cupboards in order b. label shelves of utility room for easy identification c. put clean articles away as soon as possible d. keep forceps container filled with correct solution e. keep table tops clean f. wipe off table tops frequently g. keep room clear of articles not belonging there.	• Students review and discuss a reading on keeping this utility room in order from the procedure manual. • Teacher encourages small peer group cooperation and interaction in maintaining order in the utility room. • Para-professionals provide sustained involvement with students having difficulty.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 1,3,9 NUMBERS APPLICATION C 5,8 PHYSICAL D 1c,d,2b	Procedure manual	14	

COMMON CLUSTER TASKS

Code: HTH - CT03 TASK: Keep utility room in order

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	
Neat In order Exact location Label	Measure quantities of ounces, cc's, etc.	• Check with nurse aide instructor to determine local arrangement and requirements. • This task may be particularly appropriate for deaf student.

Supportive Instructional Materials:

COMMON CLUSTER TASKS

TASK: Clean hospital unit following discharge of patient

Code: HTH - CT04

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills
Introduced	Involved	Productive	Employable	

Given the necessary tools, materials, equipment, and requisite knowledge, the learner will:

1. select the equipment needed to clean a hospital unit:
   a. linen packet
   b. basin with wescodyne solution.

2. clean and arrange a hospital unit following patient discharge:
   a. strip bed and remove all dirty linen and equipment
   b. take utensils to utility room and soak in warm water with edisonite
   c. assemble cleaning equipment
   d. wash and dry bedside chair
   e. send pillows to laundry if necessary
   f. wash and dry rubber draw sheet
   g. wash mattress
   h. wash all exposed bed fittings
   i. clean bedside table
   j. make bed in prescribed manner
   k. return cleaning equipment to utility room
   l. wash up, soak utensils, rinse and dry. Send to CSR for sterilizing
   m. check bedside table equipment
      1) wash basin
      2) gown
      3) emesis basin
      4) clothing list
      5) bedpan
      6) toilet tissue
      7) washcloth and towel
      8) urine specimen bottle and cap

Instructional Methods

- Teacher demonstrates and illustrates procedures for cleaning a unit after discharge.
- Teacher matches successful students who are interested in helping those having difficulty.
- Students discuss a film on cleaning a unit after discharge.
- Students review and discuss a reading on cleaning a unit after discharge from the procedure manual.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 1,3,7,9	"Cleaning the Checkout Rooms"	8	5D
NUMBERS B 2b	Procedure manual	14	
APPLICATION C 3,6,8			
PHYSICAL D 1d,2c, 3c,e,f,g			

COMMON CLUSTER TASKS

Code: HTH - CT04 TASK: Clean hospital unit following discharge of patient

Basic Information for Cooperative Teaching		
Language of the Task		Quantitative Concepts
Raise	Arrange	
Strip	Notify	
Remove		
Soiled linen		
Disinfection		
Sterilization		
Equipment room		
Utility room		
Personal utensils		
Mark personal items		
Cleaning solution		
Reverse		
Turn mattress		
Clean mattress		
Wash, rinse and dry equipment		

Suggestions:

- Check with nurse aide instructor to determine local procedures and needs.
- This task may be particularly appropriate for deaf students.

Supportive Instructional Materials:

TASK: Clean hospital unit following discharge of patient

Code: HTH- CT04

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced	Involved	Productive	Employable	Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: 9) soap dish 10) soap. n. check unit order 1) check operation of call cord 2) check bed light 3) empty and clean waste basket 4) empty and clean closets 5) position bed table at food of bed.	

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE			
NUMBERS			
APPLICATION			
PHYSICAL			

COMMON CLUSTER TASKS

Code: ___ - ____ TASK:

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	

Supportive Instructional Materials:

COMMON CLUSTER TASKS

TASK: Care for hospital linens

Code: HTH- CT05

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced	Involved	Productive	Employable	Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: 1. properly care for hospital linens following specific procedures: a. keep linen storage shelves clean and dust free b. label shelves for organization c. prepare linen sets 1) sheet 2) drawsheet 3) pillowcase 4) towel and wash cloth 5) gown d. dispose or set aside torn or worn linen e. correct use of each linen piece.	• Teacher discusses and demonstrates the proper care for hospital linens. • Student follows demonstration with "hands-on" supervision. • Teacher encourages small peer group cooperation and interaction.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 1,7 NUMBERS B 2b APPLICATION C 3,5,6 PHYSICAL D 1d,2c, 3c,e,f,g			

COMMON CLUSTER TASKS

Code: HTH - CTO5 TASK: Care for hospital linens

Basic Information for Cooperative Teaching	
Language of the Task	Quantitative Concepts
Wear	Count quantities of linen supplies
Washing	Record data on inventory sheet
Torn	Check inventory periodically
Repair	
Label shelves	
Exact location	

Suggestions:

- Check with nurse aide instructor to determine local procedures and needs.
- This task may be particularly appropriate for deaf student.

Supportive Instructional Materials:

COMMON CLUSTER TASKS

TASK: Care for flowers

Code: HTH- CT06

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills
Introduced	Involved	Productive	Employable	

Given the necessary tools, materials, equipment, and requisite knowledge, the learner will:

1. select the appropriate equipment for caring for flowers:
   a. vase
   b. scissors
   c. knife
   d. newspaper.

2. provide initial and daily care for flowers located in patient's room:
   a. take flowers to patient's room upon arrival
   b. permit patient to unwrap and read card
   c. take flowers to utility room and spread on paper
   d. select vase
   e. arrange flowers in vase, fill with cold water to 2/3 full
   f. pick up fallen leaves or pedals in newspaper
   g. return flowers to patient - placing in selected position
   h. provide daily flower care
      1) take out dead flowers
      2) rinse out vase and refill
      3) cut a little off each stem
      4) wrap deaf flowers in newspaper
   i. after all flowers are dead, ask patient if they may be thrown away.

Instructional Methods

- Teacher discusses and demonstrates procedures for caring for flowers.
- Student follows demonstration with "hands-on" supervision.
- Para-professionals provide sustained involvement with students having difficulty.
- Students review materials from a florist describing how to care for flowers.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 2,9 NUMBERS B 2b APPLICATION C 8 PHYSICAL D 1a,c,d			

COMMON CLUSTER TASKS

Code: HTH - CTO6 TASK: Care for flowers

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	
Vase Scissors Newspaper Unwrap Card Arrange	Interpret 2/3 full (water to vase) Design proportion (flowers to vase)	• Let patient have pleasure of receiving gift before arranging in container • Help students understand the effect of heat and handling on the flowers • This task may be particularly appropriate for deaf student

Supportive Instructional Materials:

HEALTH CARE

INSTRUCTIONAL TASK MODULES

HC01 Recognize and interpret abbreviations

HC02 Washes hands

HC03 Answers patient signal

HC04 Make a closed patient bed

HC05 Make an open patient bed

HC06 Make an occupied bed

HC07 Measures fluid intake

HC08 Positions and moves patients

HC09 Understands methods of patient identification

HC10 Transfer patients with roller

HC11 Drapes patient

HC12 Support patient during rectal/vaginal examination

HC13 Assists with physical examination

HC14 Prepare for and assist with enemas

HC15 Applies hot water bottles

HC16 Prepares and applies ice bag or collar

HC17 Applies cold compresses

HC18 Take and record temperatures

HC19 Take and record pulses

HC20 Take and record respiration

HC21 Take and record blood pressure

HC22 Feeds patient

HC23 Gives and removes a bed pan and urinal

HC24 Measures patient output

HC25 Collect a urine specimen

HC26 Collect a stool specimen

HC27 Assists patients to and from wheelchair

HC28 Assist/transfer patient to a stretcher

HC29 Provide early morning patient care

HC30 Provide evening patient care

HC31 Assist patient with brushing teeth

HC32 Assist patient in maintaining hair hygiene

HC33 Give a lotion back rub

HC34 Give a bed bath

HC35 Assist with tub bath, sitz bath or shower

HC36 Give a tepid sponge bath

HC37 Set up a bed cradle

HC38 Set up side rails

HC39 Care for patient in cast or traction

HC40 Change patient gown

HC41 Measure patient weight and height

HC42 Provide cardio pulmonary resusitation

HC43 Apply cotton rings and fuzzies

HC44 Admit and discharge patients

HC45 Employ isolation techniques

HC46 Distributes fresh drinking water

HC47 Serve and remove food trays

HC48 Recognize different types of diets

SUBCLUSTER: HEALTH CARE

TASK: Recognize and interpret abbreviations

Code: HTH - HCQ1

Student Name: _____

Student Progress					Behavioral Task Knowledges/Task Skills		Instructional Methods
Introduced	Involved	Productive	Employable				
					Given the necessary tools, materials, equipment, and requisite knowledge, the learner will:		• Teacher discusses handout of essential terms. • Teacher involves students in a game related to abbreviations. • Teacher discusses and/or assigns readings on abbreviations from a procedure manual. • Teacher matches successful students who are interested in helping those having difficulty
					1. identify and interpret the specific meanings for selected medical abbreviations:		
					a. abd	aa. N.P.O.	
					b. A.C.	bb. O.B.	
					c. H_2O	cc. O_2	
					d. B.I.D.	dd. pc	
					e. BM	ee. Post-op	
					f. B.M.R.	ff. prn	
					g. B.P.	gg. pt	
					h. B.R.P.	hh. q	
					i. $\bar{c}$	ii. q.h.	
					j. CA	jj. q.2h.	
					k. c.c.	kk. q.3h.	
					l. cm	ll. q.i.d.	
					m. CO_2	mm. q.s.	
					n. CVA	nn. R.B.C.	
					o. D&C	oo. R.L.Q.	
					p. dr	pp. R.U.Q.	
					q. EKG/ECG	qq. R.O.T.	
					r. G.B.	rr. $\bar{s}$	
					s. GI	ss. S.O.B.	
					t. Gyn	tt. ss	
					u. h	uu. stat	
					v. hgb	vv. tsp	
					w. H.s.	ww. tbsp.	
					x. H.W.B.	xx. t.i.d.	
					y. I.V.P.	yy. T.P.R.	
					z. L.L.Q.	zz. W.B.C.	

Note: This task is not to be treated as a separate unit, but integrated with the succeeding tasks.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 1 NUMBERS APPLICATION C 6 PHYSICAL	Procedure Manual (from local hospital)	14	

SUBCLUSTER: HEALTH CARE

Code: HTH - HC01 TASK: Recognize and interpret abbreviations

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	
See the health aide or child care aide teacher to determine the abbreviations that are essential in the setting of the student's work experience.	Read thermometers relative to body temperatures. Count pulse and respiration. Measure height in feet and inches and weight in pounds. Read time and measure time intervals, i.e. 15 seconds, 30 seconds, 1 minute, etc., related to time and record results.	• Use of flash cards like a spelling bee. • Students quiz one another. • Assignment: draw a card talk or write about the role of the person or the need for a shortened form of the word. • Develop crossword puzzles using abbreviations and words. • Use abbreviations in giving directions or discussions when appropriate. • Drill deaf student extensively on language of the task.

Supportive Instructional Materials:

Flash cards (3x5) - abbreviations on one side, interpretation on the other
(3x5) hinged notebook with abbreviations like above for individual use
Obtain essential charting terms and abbreviations from local facilities

SUBCLUSTER: HEALTH CARE

Sheet 1 of 1

TASK: Washes hands

Code: HTH - HC02

Student Name: _____

Student Progress	Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced / Involved / Productive / Employable	Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: 1. wash hands efficiently to conform with acceptable criteria for cleanliness: a. turn on water in the sink b. wet hands and apply soap c. rub hands together, cleansing fingers, between fingers, finger nails, and wrists (cupping fingers) d. rinse hands under running water, finger tips upward e. turn off water with clean paper and discard f. dry hands with paper towel and discard.	• Teacher demonstrates and illustrates proper handwashing procedures. • Students repeat demonstration for discussion purposes. • Teacher discusses and presents a filmstrip on proper handwashing. • Teacher makes contact with each student during the class period. • Teacher encourages small peer group cooperation and interaction.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 7	"Safety For All Hands"	10	6A
NUMBERS B 4d	"Handwashing"	10	3C
APPLICATION C 8			
PHYSICAL D 1d			

SUBCLUSTER: HEALTH CARE

Code: HTH- HC02 TASK: Washes hands

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	
Germs Contamination Cup hands Orange stick Rinse Bar soap Liquid soap Powdered soap Bacteria Carrier Infection Virus Clean	Recognize the passing of a minute and a half. Repeat two and three times Count slowly to twenty - time with stop watch.	• Discuss reasons for washing hands and substantiate it by growing cultures of unwashed and properly washed hands. • Wash hands properly: Rub one hand on dish or floor Look at hand under a microscope Wash with bar soap Wash with phisohex Wash with dispenser type in bathroom.

Supportive Instructional Materials:

Microscope
Stop watch
Culture
Bar soap
Liquid soap
Powdered soap

SUBCLUSTER: HEALTH CARE

Sheet 1 of 1

TASK: Answers patient signal

Code: HTH - HC03

Student Name: _____

Student Progress	Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced / Involved / Productive / Employable	Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: 1. follow a prescribed procedure to answer a patient signal to conform with accepted standards: a. notice/recognize the light signal b. go to patient quickly and quietly c. turn off signal d. inquire as to patient's need e. assist patient or send for qualified personnel f. be pleasant and efficient g. replace signal cord for easy access h. be alert to help children and adults unable to use the signal cord i. wash hands.	• Teacher demonstrates proper procedure for answering a patient's signal. • Students role play and return the procedure. • Teacher discusses and/or assigns a reading on answering a patient's signal. • Students listen to an educational tape or disc related to answering a patient's signal.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 4,9	Audio tape (teacher prepared)	7	
NUMBERS B 2a	Procedure Manual	14	
APPLICATION C 8			
PHYSICAL D 3a			

SUBCLUSTER: HEALTH CARE

Code: HTH - HC03 TASK: Answers patient signal

Basic Information for Cooperative Teaching

Language of the Task

Signal light

Intercom

Cancel light

Buzzer

Signal cord

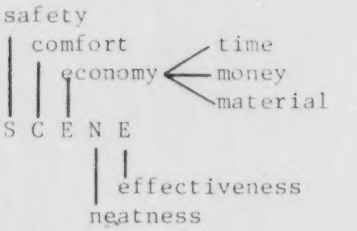
Switch

Quantitative Concepts

Time awareness (time relation)
- Now
- Quickly
- Directly

Suggestions:

- Discuss importance of attitude.
- Discuss importance of constant watch and concern.
- Role play patient in need, aide's response, patient comfort or discomfort.
- Make the S C E N E



- Answering a signal both quickly and in a friendly and efficient manner should be discussed and strongly reinforced throughout the training program.

Supportive Instructional Materials:

Photographs
Film strips
American Red Cross, The Programmed Instruction Students Manual
How to be a Nursing Aid in the Nursing Home - American Nursing Home Association, Washington, D.C.

SUBCLUSTER: HEALTH CARE

TASK: Make a closed patient bed

Code: HTH - HC04

Student Name: _____

Student Progress					Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced	Involved	Productive	Employable		Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: 1. identify and name the equipment needed to close a bed: a. contour sheet b. cotton draw sheet c. blanket d. large sheet e. spread f. pillow case g. gown h. urine specimen bottle i. clothes sheet j. bed pan k. admission kit l. toilet tissue m. towel/wash cloth. 2. follow a prescribed procedure in closing a patient bed: a. move bedside table away from bed b. place chair at foot of bed c. place clean linen, in order of use, on chair d. place contour sheet on bed one corner at a time, pulling the sheet taut e. place draw sheet folded in half in the center of the bed. Tuck in one side and go to other side and tuck in by pulling tightly first f. put on top sheet wrong side up with wide hem at top of bed even with mattress	• Teacher demonstrates and discusses with students the proper procedure for making a closed patient's bed. • Teacher presents and discusses with students a film about making a closed patient's bed. • Teacher discusses and/or assigns a reading on making a closed patient's bed. • Teacher organizes a role playing situation or simulates the procedure for answering patient's call signal using different types of call systems (i.e. bell, signal, hand "mike", etc.).

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 3,7	Procedure Manual	1	
NUMBERS B 4a	"Making a Closed Bed"	8	3D
APPLICATION C 3	"Bedmaking with Clean Linen I & II"	8	1A
PHYSICAL D 1d,2b,3c,g			

SUBCLUSTER: HEALTH CARE

Code: HTH - HC04 TASK: Make a closed patient bed

Basic Information for Cooperative Teaching

Language of the Task

Pillow

Pillowcase

Bedspread

Blanket

Sheet
- contour
- flat

Draw sheet

Rubber sheet

Bath blanket

Mattress pad

Straight back chair
(place on chair in order)

Narrow hem of sheet

Wide hem of sheet

Head of bed

Foot of bed

Right side of sheet

Wrong side of sheet

Slack

Taut

Mitered

Quantitative Concepts

Visually estimate 6"

Center bedding with equal overhang on both sides

Check 6"
measure with palm of hand

Suggestions:

- Assemble a kit of items listed (hospital provide).
- Identify items with a label.
- Provide each student with labels Mix and match, while verbally identifying items.

  The immediate need is to recognize and verbally identify items.
- Discuss the need to be as physically comfortable as possible when injured or ill.
- Make closed bed when unit is being cleaned after a patient is released.
- Discuss with students how a patient will appreciate the comfort of a well made bed.
- Be conscious of using good mouth formation of words when talking to lip reading deaf students.
- Teacher and deaf student should cooperatively develop some simple signs related to language of the task.

Supportive Instructional Materials:

See health occupations teacher

SUBCLUSTER: HEALTH CARE

TASK: Make a closed patient bed

Code: HTH - HC04

Student Name: _____

Student Progress					Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced	Involved	Productive	Employable		Given the necessary tools, materials, equipment, and requisite knowledge, the learner will g. place center fold of sheet in center of bed h. place blanket (if used) 6" from head of bed i. tuck top sheet and blanket over the foot of mattress. Don't tuck in sides j. put on spread right side up leaving enough at the foot of the bed to sufficiently tuck under the mattress. Fold spreak back upon itself, enough to allow coverage of the pillow k. tuck spread over the foot of bed (making sure all bedding is tucked smoothly and tightly at the end of the mattress) l. make mitered corners on each side of the bed m. to put pillow in case, grasp pillow case and gather it in one hand and start the case over the pillow pulling the open end toward you. Make sure the corners of the pillow fit down into the case n. bring slack of pillow case to seam and fold into pleat at back of pillow o. place pillow flat on bed, closed end of case toward the door p. cover pillow with spread q. replace bedside table, place chair under foot of bed, remove extra	

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE			
NUMBERS			
APPLICATION			
PHYSICAL			

SUBCLUSTER:

Code: ___ - ___ TASK:

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	

Supportive Instructional Materials:

SUBCLUSTER: HEALTH CARE

Sheet 3 of 3

TASK: Make a closed patient bed

Code: HTH - HC04

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced	Involved	Productive	Employable	Given the necessary tools, materials, equipment, and requisite knowledge, the learner will articles, place admission kit, urine specimen bottle, clothes list, toilet tissue, wash cloth in bedside stand r. leave unit in order. Remove all extra articles.	

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE			
NUMBERS			
APPLICATION			
PHYSICAL			

SUBCLUSTER:

Code: ___ - ___ TASK:

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	

Supportive Instructional Materials:

SUBCLUSTER: HEALTH CARE

Sheet 1 of 1

TASK: Make an open patient bed

Code: HTH - HC05

Student Name: _____

Student Progress	Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced Involved Productive Employable	Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: 1. identify and select the equipment needed to open a patient bed: a. contour sheet b. bottom draw sheet c. thermal blanket d. large sheet e. spread f. pillow case g. gown h. urine specimen bottle i. clothes sheet j. bed pan k. admission kit l. toilet tissue m. towel-wash cloth. 2. follow a prescribed procedure for opening a patient bed: a. follow procedure of closed bed to "n" b. bring spread to 6" of the head of the bed. Turn excess spread under itself c. turn top sheet into cuff over the spread d. fan fold spread and sheet to foot of bed e. place pillow with closed end toward the door in the usual manner.	• Teacher demonstrates the proper procedure for making an open patient's bed. • Teacher presents and discusses with students a film loop on making an open patient's bed. • Teacher discusses and/or assigns a reading on making an open patient's bed. • Students make observations in nursing home.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 3,7 NUMBERS B 4a APPLICATION C 3 PHYSICAL D 1d,2b,3c,g	"Bedmaking with Clean Linen I & II" Procedure Manual	9 14	1A

SUBCLUSTER: HEALTH CARE

Code: HTH - HC05 TASK: Make an open p tient bed

Basic Information for Cooperative Teaching

Language of the Task

Pillow

Pillowcase

Bedspread

Blanket

Sheet
- contour
- flat

Draw sheet

Rubber sheet

Bath blanket

Mattress pad

Straight back chair
(place on chair in order)

Narrow hem of sheet

Wide hem of sheet

Head of bed

Foot of bed

Wrong side of sheet

Right side of sheet

Slack

Taut

Continually used bed

Quantitative Concepts

Visually estimate 6"

Check 6", measure with palm of hand.

Center bedding with equal overhang on both sides.

Suggestions:

- Open bed so patient can easily get in bed:
  - continued use
  - immediate use for new patient.
- Demonstration of correct and incorrect procedures to highlight the importance of correctness.
- Speak distinctly and slowly, use simple sentences, and look directly at lip reading deaf students.
- Distinguish between "open" and "closed" patient bed for the student.

Supportive Instructional Materials:

"Bed and Bedside Unit" - L.A. Beemer, Director Professional Trade Relations, Park Davis & Co., Motion Picture Library, Joseph Compau Avenue at the River, Detroit, Michigan 48232

"ANA-NLN Film Service, 10 Columbus Circle, New York, N.Y. 10019, Concerning visual aids

Michigan Department of Health, Division of Information and Education, 3500 Logan St., Lansing, Michigan 48914
Attention: Film Library

SUBCLUSTER: HEALTH CARE

TASK: Make an occupied bed

Code: HTH - HC06

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills
Introduced	Involved	Productive	Employable	

Given the necessary tools, materials, equipment, and requisite knowledge, the learner will:

1. identify and assemble the materials and equipment needed to make an occupied bed:
   a. clean sheet
   b. draw sheet
   c. pillow case
   d. bedspread/changed
   e. bottomsheet/when soiled.

2. follow a prescribed procedure for making an occupied bed:
   a. assemble needed materials and bring to bedside
   b. screen the patient and lower the back rest
   c. loosen all the top bedding at the foot of the bed
   d. remove all of the top bedding, protecting the patient
   e. position and move patient to tuck drawsheet, rubbersheet, and bottom sheet under patient (patient on opposite half)
   f. tuck in new sheet edge, reposition the bottom sheet, rubber sheet, place new draw sheet
   g. reposition patient and repeat process (roll patient toward aide, side rail if necessary)
   h. arrange and tuck in top bedding
   i. change pillow case
   j. make patient comfortable.

Instructional Methods

- Teacher demonstrates and illustrates bed making procedures; students return demonstration.
- Students view and discuss film on bed making.
- Teacher discusses and/or assigns a reading on bed making.
- Students make an occupied bed, practicing in lab with a classmate, in nursing home with patients.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 3,7	"Making An Occupied Bed"	8	3E
NUMBERS B 2b,5	Procedure Manual	14	
APPLICATION C 5,7			
PHYSICAL D 1d,2c,3c,g			

SUBCLUSTER: HEALTH CARE

Code: HTH - HC06 TASK: Make an occupied bed

Basic Information for Cooperative Teaching			Suggestions:
Language of the Task		Quantitative Concepts	
Pillow	Foot of bed	Visually estimate 6"	• Don't expose patient
Pillowcase	Wrong side of sheet	Check 6", measure with palm of hand.	• Sometimes unique adjustments must be made to accommodate each different patient.
Bedspread		Center bedding with equal overhang on both sides.	• Stress importance of good patient/aide communication.
Blanket	Right side of sheet		
Sheet contour flat	Slack		
	Taut		
Draw sheet	Continually used bed		
Rubber sheet			
Bath blanket	Occupied		
Mattress pad	Screen		
Straight back chair (place on chair in order)			
Narrow hem of sheet			
Wide hem of sheet	Knee rests		
Head of bed	Lock arms		

Supportive Instructional Materials:

SUBCLUSTER: HEALTH CARE

TASK: Measures fluid intake

Code: HTH - HC07

Student Name: _____

Student Progress	Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced / Involved / Productive / Employable	Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: 1. identify and select the equipment needed to measure patient fluid intake: a. juice glass b. drinking glass c. milk container d. white paper glass e. white plastic glass f. coffee cup g. water pitcher h. cereal bowl i. soup bowl j. gelatin k. coffee pot. 2. follow a prescribed procedure for measuring fluid intake: a. find out which patients are "on intake" (sign on bed and check with Kardex) b. see how much liquid the patient has taken c. check his water pitcher, glass, and the liquid container on meal tray before removing tray. Recheck amounts consumed with patient d. record time and amounts. 3. describe the process of recording fluid intake: a. identify the intake and output bedside record b. identify intake and output sheet for patient's chart;record info accurately.	• Teacher presents and discusses with students a film on measuring fluid intake. • Teacher discusses and/or assigns a reading about measuring fluid intake. • Students read fluid levels in various containers as premeasured by the teacher. • Students keep accurate intake of daily fluids of self.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 1,3,8 NUMBERS B 4c APPLICATION C 3,5,8 PHYSICAL D 3	"Intake and Output Procedure" Procedure Manual	8 14	50

SUBCLUSTER: HEALTH CARE

Code: HTH - HC07 TASK: Measures fluid intake

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	
Fluid intake Dehydration Patient intake f.f. - forced fluids c.c. - cubic centimeter I & O - in and out ml - milliliter Calibrated graduate Oral Intravenous Subcutaneous Tube feeding Liquid diet Clear diet Full liquid	Measure liquids in ounces and c.c.'s: 1 oz or 30cc 1 tsp or 4cc 1 pt or 500cc 1 qt or 1000cc 1cc or 1ml. Estimate: 1/2 consumed portion of food 2/3 consumed portion Read and record time. Visualize a cubic centimeter.	• Practice observing and estimating.

Supportive Instructional Materials:

Intake and output sheets from local facilities
Measuring utensils: quart, pint, cup, t, T, and containers to hold water
Meter stick

SUBCLUSTER: HEALTH CARE

TASK: Positions and moves patients

Code: HTH - HC08

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills
Introduced	Involved	Productive	Employable	Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: 1. identify the different types of positions: a. fowler's b. semi-fowler's c. lateral d. sims e. knee-chest f. postural drainage/techniques. 2. describe the different positions and their intended purpose. 3. move and position patients in appropriate positions for given treatments.

Instructional Methods

- Physical therapist demonstrates procedures on positioning, moving, transportation, lifting, etc.
- Students view and discuss a film on positioning.
- Teacher discusses and/or assigns reading on positioning.
- Students position each other.
- Students draw stick figures of various positions.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 7	Physical Therapist and a Mannequin	2	
NUMBERS	"Lifting and Moving in Bed"	8	1B
APPLICATION	"Positioning"	8	5R
C 5	Procedure Manual	14	
PHYSICAL D 1d,2c, 3a,c,f,g			

SUBCLUSTER: HEALTH CARE

Code: HTH - HC08 TASK: Positions and moves patients

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	
Position Left Right Raise Lower Side Back Prone Body alignment Flex Incline *Check with hospital the necessary positions to learn	Inclined, declined (angle) 45° angle, 60°-70° angle Vertical Decrease, increase Horizontal, flat, prone	• Discuss important body mechanics for lifting: lift with legs not back keep back straight as possible squat close to load grip object firmly hold load close to body lift by pushing up with strong leg muscles turn with short steps and turn whole body, avoid twisting.

Supportive Instructional Materials:

Pictures of positions
Illustrations of proper moving techniques

SUBCLUSTER: HEALTH CARE

TASK: Understands methods for patient identification

Code: HTH - HC09

Student Name: _____

Student Progress	Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced / Involved / Productive / Employable	Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: 1. be able to establish patient's identification by the following methods: a. bed card b. wrist band c. addressing by name d. Kardex e. chart f. work sheet. 2. describe the importance of correct patient identification .	• Teacher demonstrates the proper patient identification procedures. • Teacher illustrates proper patient identification procedures by using mock-ups and mannequins. • Students role play patient identification. • Teacher and students discuss readings on patient identification. • Teacher organizes field trip to hospital nursing home for viewing bed tags, wrist bands, etc.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 3 NUMBERS APPLICATION C 6 PHYSICAL	Procedure Manual	14	

SUBCLUSTER: HEALTH CARE

Code: HTH - HC09 TASK: Understands methods for patient identification

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	
Identifying bracelet Bed card Wrist band Kardex Chart Work sheet Admit Admission Identification	Recognize patient's birthday by month, day, year, i.e. 7-2-30, 3/19/39, 5-20-48, 9/27/14.	• Respect a patient's identity - call by name • Simulate the role of the patient, aide, nurse, etc., always address one another and the patient as Miss, Mrs., or Mr.

Supportive Instructional Materials:

Types of patient identity - meaning of code, if any

SUBCLUSTER: HEALTH CARE

TASK: Transfer patients with roller

Code: HTH - HC10

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced	Involved	Productive	Employable	Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: 1. transfer patients with roller following a prescribed procedure: a. prepare patient b. carefully roll patient with draw sheet c. utilize a total of four persons in rolling patient d. make person safe and comfortable on stretcher e. strap patient on stretcher and cover him f. straighten patient's bed as soon as time permits.	• Teacher demonstrates and illustrates proper procedures for transferring patients with a roller. • Students discuss a film on transferring patients with a roller. • Students discuss readings related to transferring patients with a roller.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE	Mannequin	2	
A 7,9			
NUMBERS	"Transfer Activities and Ambulation"	8	5T
	Procedure Manual	14	
APPLICATION			
C 5,7,8			
PHYSICAL			
D 1d,2c,3c,g			

SUBCLUSTER: HEALTH CARE

Code: HTH - HC10 TASK: Transfer patients with roller

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	
Stretcher Wheel roller Wheel chair Signal Slide Side rails Brake Blanket Footstool		• Patient who can help self. • Patient who can't help at all. • Tell patient what is happening. • Emphasize the importance of being careful and gentle. • Procedures for entering and leaving elevator may be discussed.

Supportive Instructional Materials:

Slides, movies, photos
Field trip to facility

SUBCLUSTER: HEALTH CARE

Sheet 1 of 1

TASK: Drapes patient

Code: HTH - HC11

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced	Involved	Productive	Employable	Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: 1. identify and select the equipment needed for draping a patient: a. bath blanket. 2. describe and name the different types of patient draping: a. left lateral (Sims) b. dorsal recumbant. 3. follow a prescribed procedure in draping a patient: a. left lateral (Sims) 1) place patient on left side 2) cover patient with top linens 3) draw up bath blanket b. dorsal recumbant 1) cover patient with bath blanket and remove top linens 2) wrap legs in corners of bath blanket.	• Teacher demonstrates and illustrates the proper procedure for draping a patient/Students return demonstration. • Students discuss a film which illustrates proper patient draping. • Teacher matches successful students who are interested in helping those having difficulty. • Para-professionals provide sustained involvement with students having difficulty with this task.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 9 NUMBERS APPLICATION C 5,8 PHYSICAL D 1a,d,2b/c, 3c,g	"Draping Patient"	8	3B

SUBCLUSTER: HEALTH CARE

Code: HTH - HC11 TASK: Drapes patient

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	• Protect and preserve patient's privacy. • Maintain mature attitude for draping patients. • Respect modesty of patient.
Screen Light Room temperature Gown Patient Position Towel, sheet, or bath blanket for covering or "draping"	Time awareness Observe increase or decrease of normal body indicators - pulse, respiration, sweating, etc.	

Supportive Instructional Materials:

SUBCLUSTER: HEALTH CARE

TASK: Support patient during rectal/vaginal examination

Code: HTH - HC12

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills
Introduced	Involved	Productive	Employable	

Given the necessary tools, materials, equipment, and requisite knowledge, the learner will:

1. identify and select the equipment needed in conducting a rectal/vaginal examination:
   a. sheet or bath blanket
   b. examination glove
   c. lubricating jelly
   d. flashlight.

2. follow a prescribed procedure in assisting a doctor with a rectal or vaginal examination:
   a. screen the patient
   b. prepare patient for examination
   c. position patient
   d. drape patient
   e. notify the team leader
   f. remain in room with patient, if so instructed.

Instructional Methods

- Teacher demonstrates and illustrates proper assisting techniques for rectal/vaginal examination by using appropriate instruments and mock-ups/Students return the demonstration.
- Students discuss readings on supporting a patient during rectal/vaginal examinations.
- Teacher matches successful students who are interested in helping those having difficulty.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE			
A 1,9	Procedure Manual	14	
NUMBERS	Instruments	1	
B 2b	Mock-ups	2	
APPLICATION			
C 5,8			
PHYSICAL			
D 1d,2b			

SUBCLUSTER: HEALTH CARE

Code: HTH - HC12 TASK: Support patient during rectal/vaginal examination

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	
Position Posture Hips Knees Left side Right side Support Flex Screen Sheet/bath blanket Lubricating jelly Flashlight Gloves		• Suggest close communication with vocational instructor. Remember the student's sensitiveness and discuss in relaxed but earnest atmosphere. • Speak distinctly and slowly, use simple sentences, and look directly at lip reading deaf students. • Teacher and deaf student should cooperatively develop some simple signs related to language of the task.

Supportive Instructional Materials:

SUBCLUSTER: HEALTH CARE

TASK: Assists with physical exam

Code: HTH- HC13

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced	Involved	Productive	Employable	Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: 1. identify and select the equipment needed in conducting a common physical examination: a. towel b. emesis basin c. tongue depressors d. ophthalmoscope e. flashlight f. stethoscope g. B.P. cuff h. percussion hammer. 2. follow a prescribed procedure in assisting a doctor with a physical examination: a. assemble articles b. close curtain c. prepare and position patient d. assist doctor as directed e. make patient comfortable following examination f. straighten bedding and head rest g. remove articles to proper location after proper cleaning.	• Teacher demonstrates and illustrates the proper procedures for assisting with a physical exam/Students return the demonstration. • Teacher encourages small peer group cooperation and interaction. • Students discuss a film related to assisting with a physical exam. • Students discuss a reading on assisting with a physical exam.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 1 NUMBERS APPLICATION C 5 PHYSICAL D 1,2a,b, 3a,c,f,g	Procedure Manual	14	

SUBCLUSTER: HEALTH CARE

Code: HTH - HC12 TASK: Assists with physical exam

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	
Towel Emesis basin Tongue depressor Ophthalmoscope Flashlight Stethoscope Head light Otoscope Blood pressure apparatus Percussion hammer Refer to HC11 for additional language of the task	Quickly	• Importance of following R.N. (team leader) or doctor's instructions exactly! • Position according to examination. • Work under direction responsibility not with aide. • Speak distinctly and slowly, use simple sentences, and look directly at lip reading deaf students. • Drill deaf student extensively on language of the task.

Supportive Instructional Materials:

SUBCLUSTER: HEALTH CARE

TASK: Prepare for and assist with enemas

Code: HTH - HC14

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills
Introduced	Involved	Productive	Employable	

Given the necessary tools, materials, equipment, and requisite knowledge, the learner will:

1. identify and requisition the equipment needed to perform an enema:
   a. enema tray
   b. solution ordered by doctor
   c. bed pan and toilet tissue
   d. cover.

2. identify and describe the different types of enema formulae:
   a. evacuating
   b. carminative
   c. retention
   d. amollient
   e. astringent.

3. prepare enema solutions following a prescribed procedure:
   a. verify the type of solution to be used
   b. review the solution ratio in the procedure manual
   c. prepare the solution as prescribed in the manual at a temperature of 105°F.

4. assist with the administering of an enema following a prescribed procedure:
   a. prepare solution and assemble equipment
   b. transport equipment to bedside
   c. position bed protector
   d. position patient
   e. expel air from tube and lubricate tip
   f. insert tube
   g. give solution
   h. reclamp tube

Instructional Methods

- Teacher reviews and discusses charts related to preparing for and assisting with enemas.
- Teacher demonstrates and simulates the proper procedures for preparing for and assisting with enemas.
- Students view and discuss a film on preparing for and assisting with enemas.
- Students discuss assigned readings related to preparing for and assisting with enemas.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 1,9			
	Mannequin	3	
NUMBERS B 4c,f	"Cleansing Enema"	8	5G
	Procedure Manual	14	
APPLICATION C 2,5,8			
PHYSICAL D 1d,2c,3g			

SUBCLUSTER: HEALTH CARE

Code: HTH - HC14 TASK: Prepare for and assist with enemas

Basic Information for Cooperative Teaching

Language of the Task

Enema	Tubing
Stool	Solution
Constipation	Insert
Impaction	Remove
Breathe deeply	Empty
Relaxed	Flatus
Cramp	Rectal tube
Flow	Lubricant
Discomfort	Anus
Discharge	Rectum
Bath blanket	B.M.
Bedpan	Feces/fecal
Toilet tissue	
Clamp	

Quantitative Concepts

Temperature reading 100°-105° F.

1000cc (1 qt)
500cc (1 pt)

6 oz.

3 oz.

Reading time in minutes.

Suggestions:

- Coordinate classwork closely with vocational education teacher.
- Keep relaxed but earnest attitude discussing a normal procedure in a particular health situation.
- Preserve the patient's privacy (consideration of patient).
- Speak distinctly and slowly, use simple sentences, and look directly at lip reading deaf students.
- Drill deaf student extensively on language of the task.

Supportive Instructional Materials:

Disposable, prepackaged enema kit for observation
Regular equipment for observation

SUBCLUSTER: HEALTH CARE

Sheet 2 of 2

TASK: Prepare for and assist with enemas

Code: HTH - HC14

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced	Involved	Productive	Employable	Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: i. reposition patient j. return equipment to utility room, clean, and return to central supply k. check with patient for expelling of enema l. check stool. 5. chart pertinent patient information relative to the enema treatment: a. time enema was given b. type of enema solution c. amount of stool d. character of stool (liquid, soft, constipated, etc.) e. color of stool f. amount of flatus expelled g. temperature of enema solution.	

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE			
NUMBERS			
APPLICATION			
PHYSICAL			

SUBCLUSTER:

Code: ___ - ___ TASK:

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	

Supportive Instructional Materials:

SUBCLUSTER: HEALTH CARE

Sheet 1 of 1

TASK: Applies hot water bottles

Code: HTH - HC15

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced	Involved	Productive	Employable	Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: 1. suggest three basic purposes for applying a hot water bottle: a. to supply heat to body b. to relieve muscle spasm c. to relieve congestion. 2. identify and select the equipment needed in preparing a hot water bottle: a. hot water bag from CSR b. cover c. two quart pitcher d. bath thermometer. 3. prepare and apply a hot water bottle following a prescribed procedure: a. run water into pitcher and obtain temperature 115°-120°F b. fill hot water bottle with water from pitcher to 1/2 full c. expel air from bottle and fasten the top d. (air may be also removed from bag by folding bottle in half before filling) e. apply cover and carry to patient. 4. chart pertinent patient information related to hot water bottle application.	• Teacher demonstrates and illustrates hot water bottle application/students return the demonstration. • Students discuss readings on hot water bottle application. • Teacher matches successful students who are interested in helping those having difficulty. • Para-professionals provide sustained involvement with students having difficulty with this task.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 7,8 NUMBERS B 4c,f APPLICATION C 8 PHYSICAL D 1d,2b	Procedure Manual	14	

SUBCLUSTER: HEALTH CARE

Code: HTH - HC15 TASK: Applies hot water bottles

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	
Hot water bottle Cover Pitcher Unconscious Semi-conscious Leaks Stopper Abbreviations: HWB H_2O Temp	Recognize temperature reading 115°-120°. Recognize 1/2 full - 2/3 full. Bath thermometer understand how to change reading.	• Explain how bath thermometer works, how to raise and lower registered temperature of thermometer. • Need for registered temperature to be below temperature of water.

Supportive Instructional Materials:

SUBCLUSTER: HEALTH CARE

TASK: Prepares and applies ice bag or collar

Code: HTH - HC16

Student Name: _____

Student Progress	Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced / Involved / Productive / Employable	Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: 1. identify and select the equipment needed to prepare an ice bag or collar: a. ice bag or collar b. cover c. chipped or crushed ice. 2. apply an ice bag or collar following a prescribed procedure: a. put ice into bag until 1/2 full b. expel air from bag c. replace cap and cover d. carry to patient and apply. 3. chart pertinent patient information related to ice bag or collar application.	• Teacher demonstrates and illustrates the equipment needed and procedure used in applying ice packs. Students return the demonstration. • Students discuss reading on ice packs. • Teacher matches successful students who are interested in helping those having difficulty. • Para-professionals provide sustained involvement with students having difficulty with this task.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 7,8 NUMBERS B 4c,f APPLICATION C 8 PHYSICAL D 1d,2b	Procedure Manual	14	

SUBCLUSTER: HEALTH CARE

Code: HTH - HC16 TASK: Prepares and applies ice bag or collar

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	
Ice bag Ice collar Bag cover Chipped ice Crushed ice Air Leaks Squeeze Fasten Tightly Dry Maximum (time) Minimum (time) Continue Shock cyanosis	Read time 15 min., 30 minutes in a half hour, 1 hour, 2 hours.	• Danger of ice • Aware of application change. • Observation • Stress importance of good patient/aide communication.

Supportive Instructional Materials:

SUBCLUSTER: HEALTH CARE

Sheet 1 of 1

TASK: Applies cold compresses

Code: HTH - HC17

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills
Introduced	Involved	Productive	Employable	

Given the necessary tools, materials, equipment, and requisite knowledge, the learner will:

1. suggest a basic purpose for applying cold compresses.
2. identify and select the equipment needed to prepare and apply cold compresses:
   a. basin with water
   b. large or small gauze pads
   c. treatment sheet
   d. towel or draw sheet to cover treatment sheet.
3. apply cold compresses following a prescribed procedure:
   a. prepare compresses
   b. take materials and equipment to bedside
   c. inform patient of intent
   d. apply compresses following accepted procedure.
4. chart pertinent patient information related to application of cold compresses:
   a. temperature
   b. pulse.

Instructional Methods

- Students role-play procedures involving cold compresses following teacher's demonstration.
- Student follows demonstration with "hands-on" supervision.
- Students discuss and/or assign a reading on cold compresses.
- Students work cooperatively in small activity groups collectively simulating procedures for applying cold compresses.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 1,2,3,7 NUMBERS B 2b,4b APPLICATION C 3,8 PHYSICAL D 1d,2b	Procedure Manual	14	

SUBCLUSTER: HEALTH CARE

Code: HTH - HC17 TASK: Applies cold compresses

Basic Information for Cooperative Teaching	
Language of the Task	Quantitative Concepts
Compress Cold pack solution Ice cubes Wring Waterproof Treatment sheet	Large/small gauze pads Timed treatment in minutes.

Suggestions:

- Check with vocational education teacher about pertinent information for charting and charting forms.
- Emphasize the importance of an assisting role for the profoundly deaf student.
- Stress importance of good patient/aide communication.

Supportive Instructional Materials:

See vocational education teacher for information and opportunity for demonstration

SUBCLUSTER: HEALTH CARE

TASK: Take and record temperatures

Code: HTH - HC18

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills
Introduced	Involved	Productive	Employable	

Given the necessary tools, materials, equipment, and requisite knowledge, the learner will:

1. identify and describe the various methods for taking temperatures:
   a. oral (by mouth)
   b. axillary (under the arm)
   c. rectal.
2. identify and select the equipment needed in taking and recording temperatures:
   a. piece of paper
   b. thermometer
   c. Ky jelly (for rectal temperature).
3. name the appropriate normal temperature readings:
   a. oral - 98.6°
   b. axillary - 97.6°
   c. rectal - 99.6°.
4. take an oral temperature reading following a prescribed technique or procedure:
   a. prepare patient
   b. prepare and shake down thermometer
   c. place in patient's mouth
   d. remove after three minutes, wipe, read, and shake down.
5. take a rectal temperature following a prescribed technique or procedure:
   a. identify rectal thermometer
   b. prepare thermometer
   c. position patient.

Instructional Methods

- Instructor demonstrates and illustrates proper procedures for taking and recording temperatures. Students return demonstration to teacher using classmates as patients.
- Students discuss a film on taking and recording temperatures.
- Teacher should allow time for student practice with peers.
- Teacher matches successful students who are interested in helping those having difficulty.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 1,3,7	Wooden thermometer Paper thermometer	1	
NUMBERS B 2a,4d,f	Procedure manual	14	
APPLICATION C5	"Temperature, Pulse, Respiration"	8	5S
PHYSICAL D 1a,c 2a/b 3c			

SUBCLUSTER: HEALTH CARE

Code: HTH- HC18 TASK: Take and record temperatures

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	
Oral Axillary Rectal Thermometer Shake down Bulb Normal/Abnormal Disinfecting solution Degree Farenheit Chart and graph	Read thermometer accurately to tenths of degree (to .2). 3-5 minute reading time Graphing	• Keep in sincere mood. • Importance of affect of hot or cold liquids, no smoking. • Informally encourage voluntary buddy system for assisting deaf students (individualize without calling attention to the individual). • Teacher and deaf student should cooperatively develop some simple signs.

Supportive Instructional Materials:

Wooden thermometer - blown up
Paper
Thermometer - place in varying temperature of water and read

SUBCLUSTER: HEALTH CARE

Sheet 2 of 2

TASK: Take and record temperatures

Code: HTH - HC18

Student Name: _____

Student Progress					Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced	Involved	Productive	Employable		Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: d. insert thermometer e. remove thermometer, wipe, read, and shake down f. record reading on patient chart. 6. take an axillary temperature following a prescribed technique or procedure: a. shake down thermometer b. instruct patient as to procedure c. place thermometer under armpit d. remove thermometer after five minutes, wipe, read, and shake down. 7. chart the pertinent information concerning patient's temperature.	

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE			
NUMBERS			
APPLICATION			
PHYSICAL			

SUBCLUSTER:

Code: ___ - ____ TASK:

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	

Supportive Instructional Materials:

SUBCLUSTER: HEALTH CARE

Sheet 1 of 1

TASK: Take and record pulses

Code: HTH - HC19

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills
Introduced	Involved	Productive	Employable	

Given the necessary tools, materials, equipment, and requisite knowledge, the learner will:

1. list and describe different body areas from which pulses may be read.
2. read a patient's pulse following a prescribed technique or procedure:
   a. properly position patient
   b. locate pulse
   c. read pulse, noting rhythm, volume, and tension
   d. record pulse on patient chart.
3. chart the pertinent information regarding a patient's pulse rate reading.

Instructional Methods

- Teacher uses "Show and tell" format with color slides.
- Instructor demonstrates and illustrates the proper pulse taking and recording procedure. Students return demonstration on classmates.
- Teacher should allow time for student practice with peers.
- Students discuss film on pulse taking and recording.
- Teacher illustrates proper pulse charting procedures.
- Students run in place for two minutes, recording pulse before and after.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 3,7	"Temperature, Pulse, Respiration"	8	5S
NUMBERS B 2b,4d,6	Teacher-prepared slides	10	
APPLICATION C 5			
PHYSICAL D 1a,c,f 3b/c			

SUBCLUSTER: HEALTH CARE

Code: HTH - HC19 TASK: Take and record pulses

Basic Information for Cooperative Teaching

Language of the Task

Pulse
Heart beat
Artery
Rhythm
Irregular
Expansion
Contraction
Arteries
Count
Relaxed
Second hand
Normal
Abnormal
Optical (heart)
Radial (arm)
Stethoscope
Chart

Quantitative Concepts

Measure time in minutes and 30 second intervals accurately.

Multiply 30 second intervals by two for minute rates.

Time half minute using different second hand positions on watch:
12-6, 1-7, etc.

Suggestions:

- Discuss the importance of relating the information to the right people.
- Report abnormal data immediately.
- Explain what can effect pulses.
- Check with vocational teacher for correct charting procedures.
- Drill deaf student extensively on language of the task.
- Teacher and deaf student should cooperatively develop some simple signs related to language of the task.

Supportive Instructional Materials:

Peers: take one another's pulse count at ease and with exercise
"Temperature, Pulse, Respiration" from series - Parke Davis (Patients are People)

SUBCLUSTER: HEALTH CARE

TASK: Take and record respiration

Code: HTH - HC20

Student Name: _____

Student Progress	Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced / Involved / Productive / Employable	Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: 1. observe, count, and calculate patient respiration rate, following a prescribed procedure: a. while checking pulse, watch the rise and fall of the patient's chest b. count each rise and fall as one respiration c. count for a half minute and multiply by two for respiration rate. 2. chart pertinent information regarding patient's respiration rate.	• Students discuss a film on measuring and recording respiration. • Instructor demonstrates and illustrates proper procedures for measuring and recording of respiration. Students return the demonstration on classmates. • "Show and Tell" using slides. • Instructor illustrates proper procedures for charting respiration using charts. • Teacher must allow time for student practice with peers.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 3,7 NUMBERS B 2b,4d,6 APPLICATION C 5 PHYSICAL D 1a,c 3b/c	"Temperature, Pulse, Respiration"	8.	5S

SUBCLUSTER: HEALTH CARE

Code: HTH - HC20 TASK: Take and record respiration

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	
Oxygen Carbon dioxide Breathe in/inhale/inhalation Breathe out/exhale/exhalation Respiration Chest (rib cage) Rise Fall Lying quietly Hyperventilating	Measure time in minutes and 30 second intervals. Double measurements made for 30 second intervals to arrive at per minute quantities. Determine average number of times per minute a person breathes in - breathes out.	• Emphasize the importance of not letting people know you are counting respiration. • Practice remembering two quantities such as pulse rate and respiration rate before writing down. • Practice time measurement in class room. • Teacher and deaf student should cooperatively develop some simple signs related to language of the task.

Supportive Instructional Materials:

SUBCLUSTER: HEALTH CARE

Sheet 1 of 1

TASK: Take and record blood pressure

Code: HTH - HC21

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills
Introduced	Involved	Productive	Employable	

Given the necessary tools, materials, equipment, and requisite knowledge, the learner will:

1. identify and select the equipment needed to take and record blood pressures:
   a. sphygmomanometer
   b. stethoscope.

2. take blood pressure readings following a prescribed procedure:
   a. explain procedure to patient
   b. position patient
   c. apply cuff
   d. palpate pulsation of the artery
   e. position stethoscope
   f. operate sphygmomameter
   g. remove cuff and make patient comfortable
   h. chart reading
   i. clean equipment.

3. chart pertinent patient information relative to blood pressure readings:
   a. chart blood pressure systolic over diastolic (Ex. - B.P. 120/80)
   b. chart time and blood pressure.

Instructional Methods

- Students work cooperatively in small activity groups collectively taking/recording each other's blood pressures.
- Teacher demonstrates and illustrates proper procedures in taking and recording blood pressure.
- Students discuss a film on taking and recording blood pressure.
- Students discuss readings on blood pressure taking and recording.
- Teacher illustrates procedures for charting blood pressures.
- Teacher makes contact with each student during the class period.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 1,3,4,7 NUMBERS B 2a APPLICATION C 5 PHYSICAL D 1a,c,f 3c,g	"Blood Pressure"	8	5B

SUBCLUSTER: HEALTH CARE

Code: HTH - HC21 TASK: Take and record blood pressure

Basic Information for Cooperative Teaching

Language of the Task

Blood pressure

Force of blood

Blood flow

Arteries

Circulation system

Two pressures
- highest - systaltic pressure
- lowest - diastaltic pressure

Monometer (sphygmomonometer)

Stethoscope

Release bulb

Ear piece

Quantitative Concepts

Speed
- faster - slower than normal

Louder and softer

Heart beat rate

Suggestions:

- Check with nurse aide teacher for necessary information.
- Emphasize the importance of an assisting role for the profoundly deaf student.

Supportive Instructional Materials:

Resource person (R.N.) bring equipment and demonstrate

SUBCLUSTER: HEALTH CARE

Sheet 1 of 1

TASK: Feeds patient

Code: HTH - HC22

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced	Involved	Productive	Employable	Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: 1. follow a prescribed procedure for feeding disabled patients: a. wash hands b. raise back rest, if allowed, and prepare patient c. feed patient slowly or as indicated by patient d. use straws in feeding liquids e. show interest in patient during feeding f. when he is finished make him comfortable g. remove tray h. record intake if required. 2. chart quantities and types of food consumed by patient: a. How well did patient eat?	• Instructor demonstrates and discusses patient feeding procedures. • Para-professionals provide sustained involvement with students having difficulty with this task. • Students feed patients who are blindfolded and laying down. They must feed them tea, broth with noodles, pudding, and jello, and talk to them. • Students discuss a film of feeding the patient. • Students record intake of classmate.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 3,6,9 NUMBERS B 2a APPLICATION C 3,8 PHYSICAL D 1c,d 2a/b	"Feeding the Patient"	8	5J

SUBCLUSTER: HEALTH CARE

Code: HTH - HC22 TASK: Feeds patient

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	
Name card - bed card Tray Bedside table Over-the-bed table Position patient Straw Napkin Face towel Bib Measure intake Observation	Estimate relative time to allow for chewing and swallowing. Estimate proportional requests (i.e. half full, small amounts, more and less).	• Discuss the importance of patient awareness: comfort dignity need. • Practice feeding. • Digestive system: basic understanding basic organs involved understand patient complaint. • Check with nurse aide teacher for proper charting procedures. • Stress importance of good patient/aide communication.

Supportive Instructional Materials:

Film, "Patient Feeding and Mouth Care" - Parke Davis Series
Michigan Dairy Association - "Guide to Good Eating"
National Dairy Service, Chicago, 60606 (Write to closest local chapter) Local more cooperative especially if health occupation

SUBCLUSTER: HEALTH CARE

TASK: Gives and removes a bed pan and urinal

Code: HTH - HC23

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced	Involved	Productive	Employable	Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: 1. identify and select the appropriate equipment needed for giving/removing a bed pan or urinal: a. bed pan b. bed pan cover c. toilet tissue. 2. follow a prescribed procedure for giving a bed pan: a. screen patient b. warm bed pan c. position patient d. direct patient and obtain signal for him. 3. follow a prescribed procedure in removing a bed pan: a. assist patient with cleansing if necessary b. remove pan and have patient wash hands c. remove to B.R. and inspect results, noting color, etc. d. collect specimen or dispose of results as directed e. chart pertinent information. 4. suggest several specific techniques to be remembered in giving and removing bed pan; a. the person who placed the pan is responsible for its removal	• Teacher uses "Show and Tell" procedures for giving and removing the bed pan with slides. • Students discuss a film on placing the bed pan. • Students review readings related to removing and giving a bed pan. • Teacher matches successful students who are interested in helping those having difficulty.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 7,9 NUMBERS B 4c APPLICATION C 3,6,8 PHYSICAL D 1a,b 2c/d 3c,f	"Placing the Bedpan"	8	2A
	Slides (teacher-prepared)	10	
	Procedure Manual	14	

SUBCLUSTER: HEALTH CARE

Code: HTH - HC23 TASK: Gives and removes a bed pan and urinal

Basic Information for Cooperative Teaching

Language of the Task

Screen patient
Bed pan
Fracture pan
Urinal
Toilet tissue
Bed pan cover
Solid waste
Body waste
Urine
Urinate
Defecate
Specimen
Rectum
Anus
Constipation
Stool/fecus
Void
Excreta
Diarrhea
Output
Flatus
Incontinent (not control)

Quantitative Concepts

Work with liquid volumes, 2T to 2 cups.

Place in various sized flasks and visually estimate amounts.

Suggestions:

- Stress the importance of treating the situation as a normal procedure, respect the patient's dignity.
- Understand basic functions of urinary and bowel systems.
- Stress importance of good patient/aide communication.

Supportive Instructional Materials:

Check with Health Aide Instructor for correct procedures and charting

SUBCLUSTER: HEALTH CARE

TASK: Gives and removes a bed pan and urinal

Code: HTH - HC23

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced	Involved	Productive	Employable	Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: b. don't leave the patient on the pan any longer than necessary c. examine contents and save for specimen if necessary d. provide patient with necessary equipment after using a bed pan. 5. follow a prescribed procedure for giving a urinal: a. give urinal to patient b. place signal light in rack c. leave the room. 6. follow a prescribed procedure for removing a urinal: a. have patient hand you the urinal b. cover urinal with bed pan cover c. take to bathroom, note any abnormality, obtain specimen if necessary or measure if on intake/output record on chart d. empty, clean, and return to bedside table.	

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE			
NUMBERS			
APPLICATION			
PHYSICAL			

SUBCLUSTER:

Code: ___ - ____ TASK:

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	

Supportive Instructional Materials:

SUBCLUSTER: HEALTH CARE

Sheet 1 of 1

TASK: Measures patient output

Code: HTH - HC24

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills
Introduced	Involved	Productive	Employable	
				Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: 1. identify a basic purpose for measuring patient output. 2. identify and select the equipment needed to measure a patient's output: a. graduated pitcher calibrated in c.c.'s. 3. measure a patient's output following a prescribed procedure: a. determine whether or not output is to be measured b. for measurement, place all the output in graduated pitcher c. read graduation marks to determine volume d. discard output if specimen is not needed e. wash equipment and hands f. record information on appropriate records.

Instructional Methods

- Teacher describes and demonstrates procedures for measuring patient output. Students return demonstration.
- Students review and discuss a film and slides on patient output.
- Students discuss readings on patient output.
- Teacher matches successful students who are interested in helping those having difficulty.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 3,8 NUMBERS B 4c APPLICATION C 3,6,8 PHYSICAL D 1a,d 2a/b,3c	"Intake and Output"	8	50
	Procedure Manual	14	

SUBCLUSTER: HEALTH CARE

Code: HTH - HC24 TASK: Measures patient output

Basic Information for Cooperative Teaching

Language of the Task

Urine

Catheter

Fluid balance
perspiration
breathed out
fluid discharge feces

Calibrated graduate

Urine specimen container

Coughing up

Spitting out

Bile

Vomitus

Vaginal

Stool

Emesis

Diarrhea

Drainage

Quantitative Concepts

Liquid measure, oz., pt., qt.
or
Cubic centimeters of fluids

Check with Nurse Aide instructor before working with liquid measurements.

Accurately tell time .

Accurately report amounts of specimen.

Suggestions:

- Discuss importance of being able to accurately measure, record and label per local regulations.
- Teacher and deaf student should cooperatively develop some simple signs related to language of the task.
- Drill deaf student extensively on language of the task.

Supportive Instructional Materials:

Obtain charts from local facilities in which students will be working

SUBCLUSTER: HEALTH CARE

TASK: Collect a urine specimen

Code: HTH - HC25

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills
Introduced	Involved	Productive	Employable	

Given the necessary tools, materials, equipment, and requisite knowledge, the learner will:

1. identify and assemble the equipment needed to collect a urine specimen:
   a. bed pan or urinal and cover
   b. urine specimen bottle and cap
   c. laboratory request slip
   d. graduated pitcher.

2. collect a urine specimen following a prescribed procedure:
   a. inform patient of need for specimen
   b. transfer urine from bed pan to graduated pitcher
   c. transfer urine from pitcher to specimen bottle
   d. cap bottle and label with name, room number, and doctor
   e. dispose of remaining urine
   f. wash and clean hands and equipment
   g. send specimen to lab.

3. identify and assemble the equipment needed for collection of a pediatric urine specimen:
   a. pediatric urine collector bag
   b. laboratory request slip.

4. follow a prescribed procedure for collection of a pediatric specimen:
   a. wash area with soap and water and dry th roughly
   b. remove backing paper by lifting corner

Instructional Methods

- Instructor demonstrates the proper procedure for collecting urine specimens.
- Students view and discuss a film on collecting urine samples.
- Students discuss readings on collecting urine samples.
- Teacher illustrates and discusses proper urine collection procedures by using charts.
- Teacher makes contact with each student during the class period.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 2,7,8 NUMBERS B 4c APPLICATION C 3,6,8 PHYSICAL D 1d,2b	Procedure Manual	14	

SUBCLUSTER: HEALTH CARE

Code: HTH - HC25 TASK: Collect a urine specimen

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	
Absolutely correct: label patient's name specimen time amount Requisition: bed pan urinal cover urine specimen bottle and cap laboratory request slip graduated pitcher	Measure oz., pt., qt. or Cubic centimeters of urine specimen Check with Nurse Aide instructor for additional quantitative concepts appropriate to this task, such as the use of metric measurements.	• Stress the importance of being accurate in measurement, printing clearly, and labeling correctly. • Stress importance of good patient/aide communication. • Methods of collection should be directly by supervisor in charge. • Correct labeling of specimen is important (100% accurate). • Interpret information on laboratory request slip.

Supportive Instructional Materials:

SUBCLUSTER: HEALTH CARE

TASK: Collect a urine specimen

Code: HTH - HC25

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced	Involved	Productive	Employable	Given the necessary tools, materials, equipment, and requisite knowledge, the learner will c. apply collection bag d. place diaper over bag e. after collection remove bag f. label specimen: 1) name 2) room number 3) doctor. 5. chart pertinent patient information relative to urine specimen.	

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE			
NUMBERS			
APPLICATION			
PHYSICAL			

SUBCLUSTER:

Code: ___ - ___ TASK:

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	
Supportive Instructional Materials:		

SUBCLUSTER: HEALTH CARE

Sheet 1 of 1

TASK: Collect a stool specimen

Code: HTH - HC26

Student Name: _____

Student Progress	Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced / Involved / Productive / Employable	Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: 1. identify and assemble the equipment needed to collect a stool specimen: a. stool specimen container b. cover, or paper towel to cover, the specimen c. tongue depressor d. laboratory request slip e. bed pan. 2. follow a prescribed procedure in collecting a stool specimen: a. remove bed pan to bathroom or utility room following bowel movement b. remove feces from bed pan and place in specimen bottle c. cover and label bottle: 1) name 2) room number 3) doctor d. wash and clean hands and equipment. 3. chart pertinent information on collected stool specimen: a. stool specimen obtained b. time sent to the lab.	• Teacher matches successful students who are interested in helping those having difficulty • Instructor demonstrates the proper procedure for collecting a stool sample. Students return demonstration. • Students discuss a reading on collecting stool samples • Teacher illustrates and describes collecting stool samples using appropriate charts

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 2,8 NUMBERS B 4c APPLICATION C 3,6,8 PHYSICAL D 1d,2b	Procedure Manual	14	

SUBCLUSTER: HEALTH CARE

Code: HTH - HC26 TASK: Collect a stool specimen

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	
Bed pan Stool specimen container Lid or paper towel to cover specimen Label Laboratory request slip Wooden tongue depressor Specimen	Estimate 1 tsp. of specimen on depressor.	• Stress importance of having a sincere respect for laboratory and personal human dignity. • Stress importance of good patient/aide communication. • Practice interpreting information commonly found on laboratory request slips.

Supportive Instructional Materials:

SUBCLUSTER: HEALTH CARE

Sheet 1 of 2

TASK: Assists patients to and from wheelchair

Code: HTH - HC27

Student Name: _____

Student Progress	Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced / Involved / Productive / Employable	Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: 1. identify and assemble the equipment needed in assisting patients to a wheelchair: a. wheelchair b. bathrobe c. slippers d. blankets. 2. follow a prescribed procedure in assisting normal patients to a wheelchair: a. check with patient to see if he is able to assist in moving himself b. assemble equipment and material c. bring equipment and materials to bedside d. prepare and position chair e. assist and direct patient in cautiously moving from bed to chair f. make patient comfortable in chair g. straighten bed h. support patient, if needed. 3. follow a prescribed procedure in assisting weak patients to a wheelchair: a. lock arms with him, help him to a sitting position b. help him with his bathrobe and slippers c. have someone hold the wheelchair steady, with brakes on	• Students work cooperatively in small activity groups collectively assisting patients to and from wheelchair. • Teacher demonstrates and illustrates the proper procedure for assisting a patient to and from a wheelchair. • Students view and discuss a film to illustrate proper procedures for transferring a patient to and from a wheelchair. • Students discuss readings related to transferring a patient to and from a wheelchair.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 1,9 NUMBERS APPLICATION C 5,7,8 PHYSICAL D 1d,e 2e,3e,f,g	"Transfer Activities & Ambulation"	8	5T
	Procedure Manual	14	

SUBCLUSTER: HEALTH CARE

Code: HTH - HC27 TASK: Assists patients to and from wheelchair

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	
Wheelchair Raising and lowering bed Robe Slippers Blanket Precaution Provide support Lock Secure	Estimate distances of 2-8 inches and 1 to 6 feet, so an aide can give verbal estimates to patients of distances between themselves and objects such as the wheelchair.	• Emphasize the need for showing concern, empathy, being careful when telling patient what you are going to do. • Stress importance of locking wheelchair when necessary. • Adjust foot rest, etc., to provide maximum comfort for the patient. • Stress importance of good patient/aide communication.

Supportive Instructional Materials:

Wheelchair from pharmacy, etc.
Show danger of chair not locked
Safety (Sit down not locked
(Get out with foot raised
(Put in with foot raised

SUBCLUSTER: HEALTH CARE

Sheet 2 of 2

TASK: Assists patients to and from wheelchair

Code: HTH - HC27

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced	Involved	Productive	Employable	Given the necessary tools, materials, equipment, and requisite knowledge, the learner will d. face the patient and lock arms with him so that each is holding the other's arms just below the armpit. Support him as he steps to the floor and turns so the back of his legs are close to the chair. Your arms should still be locked with the patient's. As the second person holds the chair, hold the patient's arm and move with him as he eases into the chair e. make him comfortable and have signal cord close.	

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE			
NUMBERS			
APPLICATION			
PHYSICAL			

SUBCLUSTER:

Code: ___ - ___ TASK:

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	
Supportive Instructional Materials:		

SUBCLUSTER: HEALTH CARE

TASK: Assist/transfer patient to stretcher

Code: HTH - HC28

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills
Introduced	Involved	Productive	Employable	

Given the necessary tools, materials, equipment, and requisite knowledge, the learner will:

1. identify and assemble the equipment used to transfer patients to stretcher:
   a. stretcher
   b. blanket.

2. follow a prescribed procedure in transferring patients to a stretcher:
   a. assemble materials and equipment and take to bedside
   b. prepare patient - screen unit
   c. position stretcher near bedside
   d. assist patient in moving unto stretcher
   e. secure patient comfortably on stretcher
   f. move stretcher carefully - steer from head)
   g. straighten patient's bed
   h. secure patient chart, if requested.

Instructional Methods

- Teacher encourages small peer group cooperation and interaction.
- Teacher demonstrates and illustrates the proper procedures for transferring a patient to a stretcher.
- Students view and discuss a film on transferring a patient to a stretcher.
- Students discuss a reading assignment on transferring a patient to a stretcher.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 7,9 NUMBERS B 4a APPLICATION C 5,7,8 PHYSICAL D 1a,e 2e/d 3c,g	"Transfer Activities & Ambulation" Procedure Manual	8 14	5T

SUBCLUSTER: HEALTH CARE

Code: HTH - HC28 TASK: Assist/transfer patient to stretcher

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	
Flexed (knees) Body balance Signal Lock arms team work when lifting Stretcher Litter Gurney Blanket	Interpret directions (i.e. 2nd floor, north; 3rd floor, east; etc.).	• Be concerned for the patient as you tell him what you are doing. • Express importance for the concept of safety: seat belt brakes safety straps side rail bed locks. • Discuss importance of proper body alignment for lifting patient. • Emphasize the importance of an assisting role for the profoundly deaf student.

Supportive Instructional Materials:
Information on Body Mechanics

SUBCLUSTER: HEALTH CARE

Sheet 1 of 1

TASK: Provide early morning patient care

Code: HTH - HC29

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced	Involved	Productive	Employable	Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: 1. identify and assemble the equipment and supplies needed in providing early morning patient care: a. bath blanket b. wash basin with warm water c. soap d. wash cloth and towel e. emesis basin f. mouthwash g. tooth brush and paste. 2. follow a prescribed procedure for providing early morning care: a. explain procedure to patient b. screen patient c. clean bedside table d. permit able patients to help themselves in: 1) clean teeth 2) wash hands and face e. straighten bed covers f. prepare unit for patient's tray g. remove and clean equipment. 3. chart the pertinent information for early morning care, exhibiting a degree of skill: a. a.m. care b. time.	• Students make directed observation of nurse aides providing morning care to patients in nursing home. • Students discuss a reading on early morning patient care. • Teacher demonstrates and illustrates early morning patient care. • Students present and discuss a film on early morning patient care.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 2,7 NUMBERS B d,f APPLICATION C 3,5,6,8 PHYSICAL D 1d,2b	"Bathing and Morning Care"	8	4A
	Procedure Manual	14	

SUBCLUSTER: HEALTH CARE

Code: HTH - HC29 TASK: Provide early morning patient care

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	
See HC23 and HC31 for additional language of the task. Water Soap Towel Wash cloth Gown Bath blanket Hair brush Denture cup Gauze See HC31 for teeth cleaning procedures	Approximate hours for conducting daily early morning patient care.	• Discuss multitude of possible activities represented by this task. • Prepare students to accept different procedures in each area. Unique procedures may also be followed in different institutions. • Discuss with students the "Mental Check List" process. • Stress importance of good patient/aide communication.

Supportive Instructional Materials:

Check with local center and hospitals for procedures

SUBCLUSTER: HEALTH CARE

Sheet 1 of 2

TASK: Provide evening patient care

Code: HTH - HC30

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills
Introduced	Involved	Productive	Employable	

Given the necessary tools, materials, equipment, and requisite knowledge, the learner will:

1. identify and assemble equipment needed for providing evening patient care:
   a. wash basin with warm water
   b. soap
   c. wash cloth and towel
   d. emesis basin
   e. mouthwash
   f. tooth brush and paste.

2. follow a prescribed procedure for providing evening patient care:
   a. screen patient
   b. offer bed pan
   c. remove pillows unless contraindicated
   d. wash and dry face and hands
   e. wash and dry back
   f. rub with lotion
   g. brush all crumbs from bed, loosen foundation bedding and tighten sheets
   h. turn patient
   i. go to opposite side of bed, loosen foundation bedding and tighten sheets
   j. rearrange upper bedding
   k. fluff and replace pillows
   l. help patient with oral hygiene
   m. straighten bedside table and leave signal within reach
   n. remove, cleanse, and put away all equipment.

Instructional Methods

- Students organize a field trip to observe task being performed in a possible employment setting.
- Teacher demonstrates and illustrates proper evening patient care procedures.
- Students review and discuss readings related to proper evening patient care.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 1 NUMBERS B 2b,4d APPLICATION C 3,6 PHYSICAL D 1d,2b	Procedure Manual	14	

SUBCLUSTER: HEALTH CARE

Code: HTH - HC30 TASK: Provide evening patient care

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	• Discuss the multitude of possible activities that may be represented by this task. • Stress importance of good patient/aide communication.
Tooth brush Tooth paste/powder Cup Drinking straw Mouthwash Emesis basin Face towel Gauze (swipe, kleenex) Denture (false teeth) Dental tape/floss Denture cup Hair brush Water Soap Gown Blanket	Approximate hours for conducting daily evening patient care.	

Supportive Instructional Materials:

Check with local facilities for each one's procedures

SUBCLUSTER: HEALTH CARE

TASK: Provide evening patient care

Sheet 2 of 2

Code: HTH - HC30

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced	Involved	Productive	Employable	Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: 3. chart the pertinent information for evening patient care a. H.S. care b. time c. symptoms noticed.	

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE			
NUMBERS			
APPLICATION			
PHYSICAL			

SUBCLUSTER:

Code: ___ - ____ TASK:

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	

Supportive Instructional Materials:

SUBCLUSTER: HEALTH CARE

TASK: Assist patient with brushing teeth

Code: HTH - HC31

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills
Introduced	Involved	Productive	Employable	

Given the necessary tools, materials, equipment, and requisite knowledge, the learner will:

1. identify and assemble the equipment and materials needed to assist patients with brushing teeth:
   a. tooth brush
   b. tooth paste/powder
   c. emesis basin
   d. cup with fresh water
   e. box of kleenex.

2. follow a prescribed procedure for assisting patients with brushing their teeth:
   a. prepare tooth brush
   b. allow patient to brush by himself or help as needed
   c. rinse mouth
   d. remove equipment to service room and clean.

3. follow a prescribed procedure in caring for dentures:
   a. if patient is not able to brush his own dentures, remove them and permit patient to rinse mouth with mouthwash
   b. take dentures to utility room and with brush and tooth paste, clean thoroughly under running water with paper in sink
   c. return dentures to patient, moisten and assist him in replacing them
   d. handle dentures with care since they are expensive.

Instructional Methods

- Have dental hygienist visit class as guest speaker.
- Teacher demonstrates and illustrates the proper procedure for assisting the patient with brushing his teeth.
- Students discuss a film on teeth brushing.
- Students discuss a reading related to assisting a patient with brushing his teeth.
- Students brush classmates teeth and use mouthwash with classmates.
- Students handle and clean dentures (obtained from dentist office).

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 9 NUMBERS B 2b APPLICATION C 8 PHYSICAL D 1d,2a/b	Procedure Manual	14	

SUBCLUSTER: HEALTH CARE

Code: HTH - HC31 TASK: Assist patient with brushing teeth

Basic Information for Cooperative Teaching	
Language of the Task	Quantitative Concepts
Tooth brush Tooth paste/powder Cup Drinking straw Emesis basin Face towel Gauze (swipe, kleenex) Denture (false teeth) Dental tape/floss Denture cup Halitosis	

Suggestions:

- Stress the need for maintaining a mature attitude and carefulness to avoid embarrassment or damage to dentures (i.e., cleaning dentures over a pan of water to provide a cushion in case of dropping).
- Emphasize the importance of being conscientious in observing and reporting looseness, chip, and/or mouth soreness.
- Discuss procedure for unconscious patient or critically ill patient with the vocational instructor.
- Stress importance of good patient/aide communication.

Supportive Instructional Materials:

Dental hygienist (resource people)
lots of disagreement
Check with Nurse Aide instructor for proper procedures

SUBCLUSTER: HEALTH CARE

Sheet 1 of 1

TASK: Assist patient in maintaining hair hygiene

Code: HTH - HC32

Student Name: _____

Student Progress					Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced	Involved	Productive	Employable		Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: 1. identify and assemble the materials needed for maintaining hair hygiene: a. bath towel b. comb and brush. 2. follow a prescribed procedure for assisting patients with hair hygiene: a. protect the bed linen b. brush hair c. comb hair to liking or convenience of patient.	• Teacher demonstrates and illustrates proper procedures for assisting the patient with hair hygiene. • Students discuss a reading on assisting a patient in maintaining hair hygiene. • Students shampoo classmate's hair in bed with plastic rinsette. • Students comb classmate's hair. • Students discuss and practice Black hair care.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 1,2 NUMBERS B 2b APPLICATION C 8 PHYSICAL D 1d,2a/b	Procedure Manual	14	

SUBCLUSTER: HEALTH CARE

Code: HTH - HC32 TASK: Assist patient in maintain hair hygiene

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	
Rubber or plastic sheet Shampoo solution Bath blanket Pitcher Towel Comb Brush Hair pins/barrettes/rollers/ curlers Hair rinse Shampoo tray Hair drier	Read thermometer relative to water temperature. Know difference between warm and hot in relation to need of patient. Measuring, diluting, and/or mixing solutions such as concentrated shampoo with water.	• Discuss importance of personal grooming in home and classroom. • Encourage student to practice combing one another's hair. • Emphasize importance of appearance in keeping personal pride. • Stress importance of good patient/ aide communication.

Supportive Instructional Materials:

Class demonstration on proper hair care
Check with Nurse Aide teacher for proper patient procedures

SUBCLUSTER: HEALTH CARE

TASK: Give a lotion back rub

Code: HTH- HC33

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced	Involved	Productive	Employable	Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: 1. follow a prescribed procedure for giving a lotion back rub: a. assemble materials and bring to bedside b. position patient and arrange bed linen and gown c. protect the linen with a towel d. warm lotion e. rub lotion onto areas of back and shoulder and buttocks with firm strokes f. dry patient's back with towel g. straighten bedding and make patient comfortable h. raise bed head if permitted i. report any reddened or irritated conditions observed during back rub j. wash hands and store equipment.	• Teacher demonstrates and illustrates back rubbing procedures. Students return demonstration. • Students review and discuss readings on back rubbing. • Teacher discusses and illustrates back rubbing procedures by using charts. • Students rub classmate's back.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 7,9 NUMBERS B 2b APPLICATION C 3,5,8 PHYSICAL D 1d,2a/b	Procedure Manual	14	

SUBCLUSTER: HEALTH CARE

Code: HTH - HC33 TASK: Give a lotion back rub

Basic Information for Cooperative Teaching

Language of the Task

Refresh
Circulation
Relax
Muscles
Pressure
Bed ridden
Lotion
Talcum powder
Motion (circular)
Stroking (short)
kneeding
Squeezing
Dry
Sticky
Sprinkle
Decubitus (bed sore)
Shoulders
Buttocks
Dermassage
Prone
Lateral
Sacrum
Epidermis

Quantitative Concepts

Estimate tablespoon of a lotion in palm of hand.

Time - estimate 3 minutes

Suggestions:

- Discuss importance of warming lotion to avoid shock of cold lotion.
- See vocational education instructor.
- Stress importance of good patient/aide communication.

Supportive Instructional Materials:

Kit of equipment so student can learn to identify by labels

SUBCLUSTER: HEALTH CARE

TASK: Give a bed bath

Code: HTH - HC34

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills
Introduced	Involved	Productive	Employable	

Given the necessary tools, materials, equipment, and requisite knowledge, the learner will:

1. identify and assemble the materials and equipment needed to give a bed bath:
   a. contour sheet (this need not be changed if not soiled)
   b. draw sheet
   c. top sheet
   d. bed spread (if one in use is not soiled, a clean spread is not necessary)
   e. pillow case (of as many pillow cases in use by patient)
   f. bath towels
   g. wash cloth
   h. bath blanket (if this is the first bath - otherwise there will be one in the bedside table)
   i. linen bag
   j. patient's gown
   k. back lotion
   l. binder if necessary.

2. follow a prescribed procedure for giving a patient bed bath:
   a. screen patient and close windows
   b. offer patient bed pan
   c. remove spread and position bath blanket
   d. remove top sheet
   e. remove patient's gown and binder
   f. fill basin and test water temperature
   g. bathe ears, face and neck

Instructional Methods

- Instructor demonstrates and/or illustrates procedures for giving a bed bath.
- Teacher presents and discusses a film on giving bed baths.
- Students discuss readings on giving bed baths.
- Students illustrate and discuss giving bed baths by constructing bulletin board displays.
- Female students give bath to classmates (in bra and panties).

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE	"Bed Bath"	8	3A
NUMBERS	Procedure Manual	14	
APPLICATION			
PHYSICAL			

SUBCLUSTER: HEALTH CARE

Code: HTH - HC34 TASK: Give a bed bath

Basic Information for Cooperative Teaching

Language of the Task

Signal

Deodorant

Armpits

Abdomen

Creases

Navel

Genital areas

Wash basin

Wash cloth

Soap

Comb/brush

Bath towel

Bath blanket

Patient's gown

Back lotion

Quantitative Concepts

Read clock for maintaining a time schedule.

Read room thermostat 70°-80°F.

Estimate amounts of water needed for bathing.

Suggestions:

- Discuss procedure with students, including reasons for and importance of a good bed bath.
- Stress importance of good patient/aide communication.

Supportive Instructional Materials:

Collection of necessary items for student identification

SUBCLUSTER: HEALTH CARE

Sheet 2 of 2

TASK: Give a bed bath

Code: HTH - HC34

Student Name: _____

Student Progress					Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced	Involved	Productive	Employable		Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: h. bathe arms, chest, stomach area, legs and feet i. re-position patient; bathe back and buttock j. replace patient gown k. position patient and prepare bed foundation l. do lotion rub and apply powder m. make the bed n. straighten patient unit o. remove materials to utility room and clean.	

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE			
NUMBERS			
APPLICATION			
PHYSICAL			

SUBCLUSTER:

Code: ___ - ____ TASK:

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	

Supportive Instructional Materials:

SUBCLUSTER: HEALTH CARE

TASK: Assist with tub bath, sitz bath or shower

Code: HTH - HC35

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills
Introduced	Involved	Productive	Employable	

Given the necessary tools, materials, equipment, and requisite knowledge, the learner will:

1. check doctor's orders for specific patient.
2. wash hands and then assemble equipment and take to designated location.
3. check room temperature and ventilation.
4. identify patient; explain procedures and assist patient with preparation for bath or shower.
5. check patient's pulse, observe patient's condition, explain the signal for assistance and allow patient a prescribed period of time for bath or shower.
6. assist patient from tub or shower, help dry and dress.
7. return patient to bed and make comfortable.
8. clean facility and utensils, care for soiled linen.
9. wash hands.
10. chart time, procedure, duration of treatment and any unusual observation.

Instructional Methods

- Instructor demonstrates procedures for assisting a patient in a tub bath, sitz bath, or shower.
- Students discuss a film related to aiding with a tub bath, sitz bath, or shower.
- Students discuss readings on giving a tub bath, sitz bath, or shower.
- Teacher concentrates his effort with students having difficulty.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 1,2,3,9 NUMBERS B 2b,4c,d,f APPLICATION C 3,5,8 PHYSICAL D 1a,d,e,f 2c/d 3a,c,f,g	Procedure Manual	14	

SUBCLUSTER: HEALTH CARE

Code: HTH - HC35 TASK: Assist with tub bath, sitz bath, or shower

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	• Stress importance of good patient/ aide communication.
Doctor's orders	Half full	
Tub bath	75°-80°F - room	
Shower	95°-110° - water	
Sitz bath	Read clock for passing of time 5, 10, 15 minutes.	
Clean hands		
Adjust		
Assist		
Gently		
Firmly		
Bath thermometer		
Occupied		

Supportive Instructional Materials:

SUBCLUSTER: HEALTH CARE

Sheet 1 of 2

TASK: Assist in giving a tepid sponge bath

Code: HTH - HC36

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills
Introduced	Involved	Productive	Employable	

Given the necessary tools, materials, equipment, and requisite knowledge, the learner will:

1. identify several specific precautions to be observed prior to giving a tepid sponge bath:
   a. doctor's orders: watch for evidences of shock, weak, irregular pulse, pallor, slow shallow respiration
   b. if shock occurs or if the patient becomes chilled, discontinue treatment immediately
   c. if alcohol sponge is ordered, add 70% alcohol to the basin of water
   d. temperature of water should be about 90°-95°F
   e. sponge with long, even strokes.
2. name and select the equipment needed for giving a tepid sponge bath:
   a. bath blanket
   b. two towels
   c. wash cloth
   d. basin of water 90°-95°. If alcohol is ordered, add equal amount of 70% alcohol
   e. bath thermometer.
3. suggest preliminary procedures to be completed prior to beginning a sponge bath:
   a. have room warm and free from drafts
   b. explain treatment to patient
   c. provide adequate privacy

Instructional Methods

- Para-professionals provide sustained involvement with students having difficulty with this task.
- Teacher demonstrates and illustrates procedures for giving tepid baths. Students return demonstration.
- Students review and discuss readings on giving tepid baths.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 4,7,9 NUMBERS B 4f APPLICATION C 3,5 PHYSICAL D 1d,2b, 3c,g	Procedure Manual	14	

SUBCLUSTER: HEALTH CARE

Code: HTH - HC36 TASK: Assist in giving a tepid sponge bath

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	• Stress the importance of good patient/aide communication. • Emphasize the need for assisting an experienced R.N. for this task due to the probable seriousness of the patient's illness.
Tepid Sponge Shock Weak Irregular Pallor Slow Shallow Respiration See HC35	Read thermometer 86°-105°.	

Supportive Instructional Materials:

SUBCLUSTER: HEALTH CARE

Sheet 2 of 2

TASK: Assist in giving a tepid sponge bath

Code: HTH - HC36

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced	Involved	Productive	Employable	Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: d. replace bedding with bath blanket and remove gown e. take temperature. 4. administer a tepid sponge bath following a prescribed procedure: a. sponge face and dry b. sponge down shoulder and arms c. sponge down hips, thighs, and legs d. turn patient over and sponge from neck to buttocks e. sponge for specific prescribed periods of time. 5. chart specific patient information resulting from administering of a tepid sponge bath: a. time, procedure, temperature, and duration of sponge b. reaction of patient to bath c. on graphic sheet, TPR before and 1/2 hour after treatment.	

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE			
NUMBERS			
APPLICATION			
PHYSICAL			

SUBCLUSTER:

Code: ___ - ____ TASK:

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	

Supportive Instructional Materials:

SUBCLUSTER: HEALTH CARE

TASK: Set up a bed cradle

Code: HTH - HC37

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills
Introduced	Involved	Productive	Employable	Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: 1. identify three purposes for the bed cradle: a. to avoid pain from weight of bed clothes b. to allow plaster cast to dry c. occasionally as a form of treatment. 2. set-up a bed cradle following a prescribed procedure: a. open bedding at food of bed b. place cradle frame over leg c. pull top bedding over frame and tuck in.

Instructional Methods

- Students work cooperatively in small activity groups collectively setting up bed cradles.
- Students make directed observation of nurse aides setting up bed cradles in a hospital.
- Teacher demonstrates and illustrates proper procedures for setting up a bed cradle.
- Students discuss readings related to setting up a bed cradle.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 3,7,9 NUMBERS B 2b,4a APPLICATION C 8 PHYSICAL D 1d,2b, 3c,g	Procedure Manual	14	

SUBCLUSTER: HEALTH CARE

Code: HTH - HC37 TASK: Set up a bed cradle

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	• Continue to point out the need for modesty and the comfort of the patient. • Stress importance of good patient/aide communication.
Weight Plaster cast Top bedding Cradle		

Supportive Instructional Materials:

Resource person to develop an understanding of use and need for bed cradle

SUBCLUSTER: HEALTH CARE

TASK: Set up side rails

Code: HTH - HC38

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills
Introduced	Involved	Productive	Employable	

Given the necessary tools, materials, equipment, and requisite knowledge, the learner will:

1. suggest two basic purposes for setting up side rails:
   a. to protect the patient from falling or getting out of bed
   b. to protect the patient in moving.
2. list different instances when the use of bed rails is important relative to the patient's condition:
   a. all patients not recovering from an anesthetic
   b. patients who seem confused or disoriented
   c. patients in a comotosed condition
   d. patients partially paralyzed
   e. senile or elderly patients who have been given medication to sedate
   f. children or babies.
3. set up bed rails following a prescribed procedure:
   a. check on permission status for use of side rails
   b. be sure side rails are used when needed
   c. manipulate bed rail lowering and raising.
4. chart pertinent information regarding the set-up of side rails.

Instructional Methods

- Students construct visual display (bulletin board) illustrating procedures and the need for setting up side rails.
- Teacher demonstrates and illustrates the proper procedure for setting up side rails.
- Students discuss readings on setting up side rails.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 3,7,9 NUMBERS B 4a APPLICATION C 8 PHYSICAL D 1d,2b, 3a,c,g	Procedure Manual	14	

SUBCLUSTER: HEALTH CARE

Code: HTH - HC38 TASK: Set up side rails

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	
Confused Disoriented Comotosed (patient may not appear to respond but be careful) Paralyzed Senile Safety measure Pediatrics	Judgment of heights based upon patient's condition.	• Discuss the need for side rails when a patient is confused or disoriented to prevent falling. • Emphasize comfort and safety. • Assist patient to move more easily, something to grasp. • Stress importance of good patient/aide communication. • Note if in doubt - use side rails.

Supportive Instructional Materials:

SUBCLUSTER: HEALTH CARE

Sheet 1 of 1

TASK: Care for patients in cast or traction

Code: HTH - HC39

Student Name: _____

Student Progress	Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced / Involved / Productive / Employable	Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: 1. provide effective care for patient in plaster cast or traction by following a prescribed procedure: a. change patient position frequently b. check edges of cast c. provide frequent back rubs d. report any red or irritated skin conditions e. don't adjust traction equipment without directions f. maintain required height of foot, arm, or leg cast g. make patient as comfortable as possible within limitations. 2. chart information pertinent to condition of patient in a plaster cast or traction: a. position change b. irregularity in skin condition.	• Resource person illustrates proper procedures for caring for a patient in a cast or traction. • Students discuss a film on caring for a patient in a cast or traction. • Students discuss a reading on caring for a patient in a cast or in traction. • Teacher encourages small peer group cooperation and interaction.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 9 NUMBERS B 4a,b APPLICATION C 3,5,6,8 PHYSICAL D 1d,2b/e 3c,f,g	"Care of the Patient in Traction"	8	5C
	Procedure Manual	14	

SUBCLUSTER: HEALTH CARE

Code: HTH - HC39 TASK: Care for patients in cast or traction

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	• Discuss the need to show concern for patient comfort. • Stress importance of good patient/aide communication. • Invite para-professional or R.N. to discuss with students appropriate attitudes needed for patient care.
Red or irritated (skin color) Swelling		

Supportive Instructional Materials:

SUBCLUSTER: HEALTH CARE

TASK: Change patient gown

Code: HTH - HC40

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills
Introduced	Involved	Productive	Employable	

Given the necessary tools, materials, equipment, and requisite knowledge, the learner will

1. follow a prescribed procedure for changing the patient's hospital gown:
   a. draw curtains
   b. untie tapes of gown
   c. prepare clean gown
   d. remove soiled gown carefully, arms first
   e. put sleeves on of new gown
   f. remove soiled gown from underneath clean one
   g. tie tapes of clean gown
   h. do not expose patient
   i. insert injured or cast arm first and remove last.

Instructional Methods

- Instructor demonstrates and illustrates the proper procedure for changing a patient's gown.
- Students discuss a reading on changing a patient's gown.
- Students practice changing gowns in lab, nursing home, and hospital.
- Para-professionals provide sustained involvement with students having difficulty with this task.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 7,9 NUMBERS B 2b APPLICATION C 5,8 PHYSICAL D 1d,2b, 3c,g	Procedure Manual	14	

SUBCLUSTER: HEALTH CARE

Code: HTH- HC40 TASK: Change patient gown

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	• Stress the importance of good patient/aide communication.
Draw curtains Expose Untie tapes Neck band Armhole Shoulder Sleeve Bunch sleeve	Estimate 5-10 minutes, add the amount of time necessary to complete the task. Distinguish between gown sizes, i.e. large, medium, small. Sequence steps in the gown-changing procedure.	• Discuss the importance of maintaining a mature attitude while performing this task as well as showing concern for the patient's injury.

Supportive Instructional Materials:

SUBCLUSTER: HEALTH CARE

TASK: Measure patient weight and height

Code: HTH - HC41

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills
Introduced	Involved	Productive	Employable	

Given the necessary tools, materials, equipment, and requisite knowledge, the learner will:

1. suggest two basic reasons for measuring patient's weight regularly:
   a. to keep accurate account of patient weight gain or loss
   b. to aid in treatment and diagnosis.
2. weigh a patient on a standard hospital scale following a prescribed procedure:
   a. weigh patient at same time every day with same type of attire
   b. patient is weighed prior to a.m. care. BEFORE BREAKFAST.
3. measure patient height using a standard height indicating measure, following a prescribed procedure:
   a. standing measure
   b. bed measure.
4. chart pertinent information concerning weighing and measuring results:
   a. time weighed and height.

Instructional Methods

- Para-professionals provide sustained involvement with students having difficulty with this task.
- Instructor demonstrates and illustrates proper procedures for measuring weight and height.
- Teacher presents and discusses with students a film and/or slide sequence on measuring weight and height.
- Teacher discusses and/or assigns readings on measuring weight and height.
- Para-professional or teacher illustrates and discusses proper measuring and weight taking procedures by using charts.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 3 NUMBERS B 2a,4a,b,5 APPLICATION C 8 PHYSICAL D 1d,2a/b 3c,g	Procedure Manual	14	

SUBCLUSTER: HEALTH CARE

Code: HTH - HC41 TASK: Measure patient weight and height

Basic Information for Cooperative Teaching

Language of the Task

Accuracy

Loss

Gain

A.M.

P.M.

Before breakfast

Balance

Obese

Underweight

Tape measure

Height stick

Weight scales
- chair
- stand-up
- health

Abbreviations

ht.
wt.
lbs. #
oz.
in. "
ft. '

Quantitative Concepts

Read and record time accurately.

Read and record weight in pounds.

Read and record height in feet, inches, fractional part of inch.

Suggestions:

- Stress the importance of good patient/aide communication.
- Repeat the reading and recording procedures for height and weight and stress the need for being accurate.

Supportive Instructional Materials:

Tape measures, height sticks, scales of different kinds

SUBCLUSTER: HEALTH CARE

Sheet 1 of 1

TASK: Provide cardio pulmonary resusitation

Code: HTH - HC42

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills
Introduced	Involved	Productive	Employable	

Given the necessary tools, materials, equipment, and requisite knowledge, the learner will:

1. provide emergency cardio pulmonary resusitation following a prescribed procedure:
   a. start immediately, time is crucial
   b. open airway by lifting neck and tilting the head back. This may be all that is required for the patient to resume breathing
   c. begin artificial respiration if you are unable to detect breathing
   d. open your mouth wide; place over mouth, sealing nose with fingers
   e. making a tight seal, blow into the airway until you see the chest rise
   f. remove your mouth to allow victim to exhale
   g. repeat 12 times per minute
   h. to restore circulation place heel of one hand in the center of the chest over the lower half of the breastbone and place heel of other hand on top of it
   i. the fingers must be elevated so they don't touch the ribs
   j. rock forward and use the weight of your body to exert pressure downward to move the breast bone 1 1/2 to 2" (this propels blood out of the heart into the lung and body)
   k. release pressure (this expands the chest and the heart fills with blood)
   l. repeat 60 times per minute.

Instructional Methods

- Instructor demonstrates and illustrates procedures for assisting with CPR.
- Student follows demonstration with "hands-on" supervision.
- Para-professional presents and discusses a film on assisting with CPR.
- Instructor discusses and/or assigns readings on CPR.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 3,5,7,9 NUMBERS B 2b APPLICATION C 4,5,8 PHYSICAL D 1a,b,d,e,f 2d 3c,e,f,g	"Cardiac Pulmonary Rususitation"	8	5H
	Procedure Manual	14	

SUBCLUSTER: HEALTH CARE

Code: HTH- HC42 TASK: Provide cardio pulmonary resusitation

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	• Drill leaf student extensively on language of the task. • Invite an R.N. or other medical person to demonstrate the role of an assistant for the task.
Emergency Open airway Tilting head back Resume breathing Artificial respiration Seal Inhale Exhale Restore circulation Sternum Chest Pupils	Estimate or read measured amounts of time (i.e. 15 seconds, 1 minute). Pace counting to be consistent with seconds, minutes. Judgment of pressure applied during resusitation. Judgment of depth (1/2 to 2") related to pushing on rib cage during resusitation. Judgment of normal and abnormal pupil size. Recognize the ratio 5:1 (5 heart compressions to 1 lung inflation).	

Supportive Instructional Materials:

SUBCLUSTER: HEALTH CARE

TASK: Apply cotton rings or fuzzies

Code: HTH - HC43

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced	involved	Productive	Employable	Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: 1. identify the essential purpose of using and applying fuzzies: a. to prevent pressure sores on the skin over a bony part of the body, i.e. heel, elbow. 2. apply fuzzies as directed following a prescribed procedure: a. identify irritated or red skin areas b. select appropriate fuzzy for application c. apply fuzzy to specific skin area. 3. chart pertinent information regarding the application of fuzzies.	• Teacher encourages small peer group cooperation and interaction. • Instructor demonstrates and illustrates proper procedures for applying cotton rings or fuzzies. • Teacher discusses and/or assigns readings on the application of cotton rings or fuzzies. • Teacher concentrates his effort with students having difficulty.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 1,6,9 NUMBERS B 2b,4a APPLICATION C 3,5,8 PHYSICAL D 1d,2a/b	Procedure Manual	14	

SUBCLUSTER: HEALTH CARE

Code: HTH - HC43 TASK: Apply cotton rings or fuzzies

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	• Discuss the importance of always observing and reporting red, tender skin that may indicate bed sores. • Discuss reasons for using fuzzies. • Drill deaf student extensively on language of the task. • Stress importance of good patient/aide communication.
Adhesive tape Shape Protect Bony Overlap Smooth Ring Winding	Develop a mental image of 1 inch, 1 1/2 inch.	

Supportive Instructional Materials:

Check with vocational education teacher for local procedures

SUBCLUSTER: HEALTH CARE

Sheet 1 of 1

TASK: Admit and discharge patients

Code: HTH - HC44

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills
Introduced	Involved	Productive	Employable	

Given the necessary tools, materials, equipment, and requisite knowledge, the learner will:

1. name the different methods by which patients may be admitted to the hospital:
   a. walking
   b. wheelchair
   c. stretcher.

2. perform patient admitting duties as prescribed for the nurses aide following a prescribed procedure:
   a. take the patient to the room and bed assigned by nurse in charge
   b. assist the patient in removing clothing and getting into bed, if necessary
   c. note any of the following:
      1) pain and its location
      2) rash or abrasions and sores
      3) discoloration of skin or lips
      4) shortness of breath, etc.
   d. check in clothing and belongings
   e. issue the patient an admission kit, filling out the charge slip to be sent to CSR
   f. place thermometer into container with RIG solution, tape on bed
   g. take TPR and blood pressure so it may be added to the chart, obtain weight and height
   h. obtain urine specimen
   i. unless contraindicated, give the patient drinking water
   j. instruct patient in use of call bell.

Instructional Methods

- Teacher encourages small peer group cooperation and interaction.
- Instructor demonstrates and illustrates proper admitting procedures.
- Para professional or teacher discusses and presents a film on admitting procedures.
- Instructor discusses and/or assigns a reading on admitting procedures.
- Teacher matches successful students who are interested in helping those having difficulty.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 3,7,9	"Admission and Discharge"	8	5A
NUMBERS B 2a,b 4a,b,f	Procedure Manual	14	
APPLICATION C 3,5,6			
PHYSICAL D 1d,2b 3c,e,f,g			

SUBCLUSTER: HEALTH CARE

Code: HTH - HC44 TASK: Admit and discharge patients

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	
Greet Escort Introduce Hospital personnel Information List personal possessions Glasses Dentures Artificial body parts Overnight bag Suitcase Handbag Purse	List items by number. Count money in dollars and cents. Read and record time in hours and minutes.	• Relate various reasons for admission: emergency physician legal commitment. • Discuss the many possible fears and anxieties which patients commonly have about the hospital.

Supportive Instructional Materials:
Forms from local facilities
Check with vocational education teacher

SUBCLUSTER: HEALTH CARE

Sheet 1 of 1

TASK: Employ isolation techniques

Code: HTH - HC45

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced	Involved	Productive	Employable	Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: 1. identify and assist in setting up patient isolation units following a prescribed procedure: a. a person suffering from or known to be carrying a communicable (can be transmitted from one person to another) disease must be isolated b. a sign is placed on the door indicating the patient is in isolation c. only authorized personnel will enter the isolated patient's room.	• Teacher encourages small peer group cooperation and interaction. • Teacher demonstrates and illustrates the procedures for isolation. • Para professional or teacher discusses and presents a film on isolation techniques. • Teacher discusses and/or assigns readings on isolation techniques. • Teacher matches successful students who are interested in helping those having difficulty.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 9 NUMBERS B 4a APPLICATION C 5 PHYSICAL D 1d,2b	"Isolation Techniques" Procedure Manual	8 14	5P

SUBCLUSTER: HEALTH CARE

Code: HTH - HC45 TASK: Employ isolation techniques

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	
Communicable diseases Infection Isolation Direct contact Secretion Discharge Clean area Dirty Gowning technique Low resistance Preventive measure	Record and measure time.	• Discuss importance of isolation of persons with communicable diseases. • Drill deaf student extensively on language of the task.

Supportive Instructional Materials:

Resource person
County Health Nurse
School Nurse

SUBCLUSTER: HEALTH CARE

TASK: Distributes fresh drinking water

Code: HTH - HC46

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills
Introduced	Involved	Productive	Employable	
				Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: 1. follow a prescribed procedure in passing fresh drinking water for patient consumption: a. wash hands b. remove pitcher from bedside c. empty and rinse each pitcher d. fill pitcher 1/3 full of ice (unless contraindicated) e. fill pitcher with water f. return pitcher properly labeled to bedside with clean glass g. remove soiled glass from room h. note any NPO and I & O i. Note: on scheduled days pitchers will be washed with soap and water before returned to patient.

Instructional Methods

- Instructor demonstrates and illustrates the proper procedure for distributing fresh drinking water.
- Student follows demonstration with "hands-on" supervision.
- Teacher discusses and/or assigns readings on distributing fresh drinking water.
- Teacher encourages small peer group cooperation and interaction.
- Teacher matches successful students who are interested in helping those having difficulty.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 3 NUMBERS B 4c APPLICATION C 5 PHYSICAL D 1d,2b	Procedure Manual	14	

SUBCLUSTER: HEALTH CARE

Code: HTH - HC46 TASK: Distributes fresh drinking water

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	• Stress the importance for recording H_2O consumption. • Drill deaf student extensively on language of the task.
Distribute Specified amount Regular intervals Ice tongs NPO I & O	Full, half full, two thirds full, etc. Visually estimate amount of water consumed. Record time and amount consumed English system - oz., cups, quarts. Metric system - cc's, liter.	

Supportive Instructional Materials:

Obtain local forms from Vocational Education teacher

SUBCLUSTER: HEALTH CARE

Sheet 1 of 1

TASK: Serve and remove food trays

Code: HTH - HC47

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills
Introduced	Involved	Productive	Employable	

Given the necessary tools, materials, equipment, and requisite knowledge, the learner will:

1. follow prescribed procedure for serving food trays at patient's bedside:
   a. raise back rest to comfortable position
   b. position table
   c. clear space for tray
   d. wash patient's hands
   e. check tray for patient
   f. deliver tray and uncover food.

2. follow a prescribed procedure for removing and clearing food trays from patient's bedside:
   a. pick up tray soon after completion by patient
   b. note how much was eaten and record on intake form if required
   c. make patient comfortable.

Instructional Methods

- Teacher concentrates his effort with students having difficulty.
- Instructor demonstrates and illustrates the proper procedures for serving and removing food trays.
- Student follows demonstration with "hands-on" supervision.
- Instructor or para-professional discusses and/or assigns readings on serving and removing food trays.
- Instructor or experienced students illustrate proper procedures for serving and removing food trays.
- Teacher makes contact with each student during the class period.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 3,7 NUMBERS B 1 APPLICATION C 5,6 PHYSICAL D 1d,2b, 3a,c,g	Procedure Manual	14	

SUBCLUSTER: HEALTH CARE

Code: HTH - HC47 TASK: Serve and remove food trays

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	• Highlight the need to be cheerful and pleasant before, during, and after mealtime.
Tray	Estimate half, two thirds, etc.	• Stress the importance of good patient/aide communication.
Distribute	Record amounts eaten.	
Warm	Read and record time.	
Cold	Match name and room number with the proper tray.	
Observe		
Patient list		

Supportive Instructional Materials:

Hospital menus (check list of preferences)

SUBCLUSTER: HEALTH CARE

TASK: Recognizes types of diets

Code: HTH - HC48

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills
Introduced	Involved	Productive	Employable	

Given the necessary tools, materials, equipment, and requisite knowledge, the learner will:

1. describe the basic purpose for recognizing types of diets:
   a. to be able to interpret the importance of routine hospital diets and understand the basic food requirements for a balanced diet.
2. name and describe the four basic food groups and requirements of each:
   a. milk and dairy products
   b. meats and substitutes
   c. breads and cereals
   d. vegetables and fruits.
3. describe the different types of hospital diets:
   a. clear liquid diet
   b. full liquid diet
   c. soft diet
   d. regular diet.

Instructional Methods

- Instructor demonstrates and illustrates dietary concepts.
- Para professional or instructor discusses and presents a film on types of dietary foods.
- Instructor discusses and/or assigns readings on dietary foods.
- Instructor illustrates types of dietary foods by using 2-D displays.
- Vocational foods instructor discusses dietary foods and menus.
- Teacher concentrates his effort with students having difficulty.
- Para-professionals provide sustained involvement with students having difficulty with this task.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 1,9 NUMBERS B 2a,b APPLICATION C 3,5,6 PHYSICAL	"Food Service Orientation" Procedure Manual	8 14	5K

SUBCLUSTER: HEALTH CARE

Code: HTH - HC48 TASK: Recognizes types of diets

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	• By using pictures, sharing experiences and by making observations, list diets used in a medical care facility. • Discuss reasons for special diets. • Identify types of diets. • Emphasize the importance for delivering the correct tray.
Full liquid Clear or surgical liquid diet Soft diet Regular or general Diabetic Bland Low sodium	Matching: name for name diet for diet number for number.	

Supportive Instructional Materials:

Pictures and information on diet regulations from local center at hospital or nursing homes

CHILD CARE

INSTRUCTIONAL TASK MODULES

CC01 Identifying the role of the child care aide

CC02 Exploring job opportunities for child care aides

CC03 Work as a member of the child care team

CC04 Identifying individual needs of preschool children

CC05 Understand the growth and development of a preschool child

CC06 Selecting toys

CC07 Selecting and guiding games

CC08 Storytelling

CC09 Guiding creative activities

CC10 Plan children's play

CC11 Plan science and nature activities

CC12 Teach fingerplays

CC13 Teach manuscript writing

CC14 Direct music and rhythm experiences

CC15 Develop children's food and eating habits

CC16 Understand the child and his family

CC17 Provide for health and safety of children

CC18 Care for the exceptional child

SUBCLUSTER: CHILD CARE

Sheet 1 of 1

TASK: Identifying the role of child care aide

Code: HTH - CC01

Student Name: _____

Student Progress					Behavioral Task Knowledges/Task Skills
Introduced	Involved	Productive	Employable		
					Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: 1. identify the duties and responsibilities of the child care aide. 2. identify the job activities performed by the child care aide. 3. evaluate own personal qualities in relation to desirable characteristics of persons working as child care aide. 4. recognize the state health requirements as they pertain to child care centers and occupations. 5. observe the activities and duties of the child care aide in various pre-school settings.

Instructional Methods

- Teacher conducts class discussion and lecture regarding licensing requirements of day care centers and nursery schools.
- Students review Child Care Aide manual.
- Students discuss employment opportunities for child care aide personnel in the local area.
- Students view a teacher-prepared slide/tape presentation of a day in the nursery.
- Students view and discuss film.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 1,9 NUMBERS B 1 APPLICATION C 8 PHYSICAL D 1a,2a	Nursery Schools and Day Care Centers, Licensing Standards - State of Michigan	14	7
	Child Care Aide	14	9
	Nursery School In Action	8	8A
	Slide/tape presentation	4	

SUBCLUSTER: CHILD CARE

Code: HTH - CC01 TASK: Identifying the role of the child care aide

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	
Cooperation Ethics Aide Basic needs Manipulative skills Creative experiences Peers Day care centers Nursery school Head Start Minimum standards	Interpret daily time schedules used by local day care centers. Allocating time, measure the passage of time in minutes, hours, days, weeks, as it relates to individual's daily schedule and/or daily schedule provided by vocational teacher.	• Contact Michigan School for the Blind for braille and large print materials.

Supportive Instructional Materials:

SUBCLUSTER: CHILD CARE

TASK: Exploring job opportunities for child care aide

Code: HTH - CC02

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced	Involved	Productive	Employable	Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: 1. become aware of employment opportunities in the following settings: a. preschool b. elementary c. institutions d. industry e. shopping centers f. private homes. 2. become aware of compensation standards in child care occupations. 3. become aware of job advancement opportunities in the field of child care. 4. recognize quality preschool centers. 5. recognize the various types of day care centers and nursery schools.	• Students view teacher-prepared video tapes of scenes in nursery and preschool centers. • Students make field observations in: Day care center Nursery school Elementary school. • Teacher arranges for a day care center director to speak to class regarding current job opportunities.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 8,9 NUMBERS B 4d APPLICATION C 8 PHYSICAL D 1,2b,3	Video tapes (teacher-prepared)	7	

SUBCLUSTER: CHILD CARE

Code: HTH - CC02 TASK: Exploring job opportunities for child care aide

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	
Personal qualities Routines Physical environment Hourly wage vs. salary Para-professional	Multiply hourly wage x no. hours per day = wage per day	• Use classified ads • Visit from employment agency • Expand these concepts by relating them to the Employment Tasks found in the Program Guide.

Supportive Instructional Materials:

SUBCLUSTER: CHILD CARE

TASK: Work as a member of the child care team

Code: HTH - CC03

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced	Involved	Productive	Employable	Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: 1. work under supervision and follow directions effectively. 2. communicate with staff members in planning sessions. 3. evaluate own personal qualities, job requirements, and performance. 4. help maintain daily routines and activities.	• Students develop and exchange personal evaluation checklists. • Students generate lists of routines and activities in which a CCA can be expected to participate. • Teacher presents and discusses sample time schedule of daily routines.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 4,9 NUMBERS B 4d APPLICATION C 5,8 PHYSICAL D 1,2c,3			

SUBCLUSTER: CHILD CARE

Code: HTH - CC03 TASK: Work as a member of the child care team

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	• Contact Michigan School for the Blind for braille and large print materials.
Responsibility Personal qualities Self evaluation Differences between Directors Teachers Aides Reliability Punctuality Social relationships	Work with time concept: telling of time recognizing defined blocks of time 5 minutes to hour hours in a working day, etc. Relative sizes biggest, smallest larger, smaller, etc. with regard to people and objects	

Supportive Instructional Materials:

SUBCLUSTER: CHILD CARE

Sheet 1 of 1

TASK: Identifying individual needs of preschool children

Code: HTH - CC04

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced	Involved	Productive	Employable	Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: 1. during job training period identify individual needs of children. 2. plan activities and techniques to fulfill these needs.	• Teacher prepares and uses transparencies on basic needs of preschool children. • Students review Child Care Aide manual A 33-36, A 57-63. • Teacher leads class discussion of basic preschool needs of children.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 4,8,9 NUMBERS B 1,2 APPLICATION C 3,8 PHYSICAL D 1,2a	Child Care Aide Transparencies	14 12	9

SUBCLUSTER: CHILD CARE

Code: HTH - CC04 TASK: Identifying individual needs of preschool children

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	
Physical Psychological (love and attention) Environmental (home, peer, school) Self reliance Self concept Independent Discuss meanings of social emotional intellectual physical	Work on scheduling (time), sequencing (order), relate the two together	• Speak distinctly and slowly and allow time for visually impaired student to repeat pertinent information.

Supportive Instructional Materials:

SUBCLUSTER: CHILD CARE

Sheet 1 of 1

TASK: Understand the growth and development of a preschool child

Code: HTH- CC05

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills
Introduced	Involved	Productive	Employable	
				Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: 1. describe behavior characteristics of preschool children. 2. identify at what age these characteristics might be expected. 3. describe growth patterns of a preschool child. 4. identify at what age these patterns might be expected. 5. categorize expected patterns of social, emotional, physical and intellectual development.

Instructional Methods

- Students review, discuss, and answer chapter summary questions of identified texts.
- Students collect and display pictures of children in a wide variety of situations.
- Students observe one child and keep a record over a specified period of time, including:
  age and sex of child — activity observed
  time of day observation made — length of observation.
- Students view films available.
- Students observe and discuss children weekly, as assigned in various situations:
  grocery store — church
  playground — on assigned field trips.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib
KNOWLEDGE A 9	Understanding and Guiding Young Children, Chap. 1 and 5	14	31
NUMBERS B 4d,5	Child Care and Development Chap. 1 and 2	14	32
APPLICATION C 5,8	"Terrible Twos and Trusting Threes"	8	8B
	"Frustrating Fours and Fascinating Fives"	8	16
PHYSICAL D 1a,2a			

SUBCLUSTER: CHILD CARE

Code: HTH - CC05 TASK: Understand the growth and development of a preschool child

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	
Know difference between growth and development Heredity Environment Independence Discipline and guidance Individual differences Motor development Discipline vs. guidance Attention span Cognitive development Language development Emotional development Social development Intellectual development Physical development	Time in relation to age - years, months, days Relate birthdays to seasons and holidays.	• Contact Michigan School for the Blind for braille and large print materials.

Supportive Instructional Materials:

PTA publications
Closer Look publications
Gesell Instructional publications
Vollett, Handbook of Learning Disabilities

SUBCLUSTER: CHILD CARE

Sheet 1 of 1

TASK: Selecting toys

Code: HTH- CC06

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills
Introduced	Involved	Productive	Employable	
				Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: 1. select toys and evaluate their suitability. 2. make suitable toys from inexpensive play materials. 3. select and organize toys for most effective use by children. 4. categorize toys to meet developmental needs. 5. use and care for materials and equipment needed in play activities and learning experiences. 6. identify some "don'ts" in selecting toys: a. sharp edge b. chipping paint c. etc.

Instructional Methods

- Students review given criteria for selection of toys.
- Students categorize toys as to which developmental needs of children they will meet.
- Teacher arranges visit to toy store for selection and evaluation of toys using a teacher-prepared "toy evaluation sheet".
- Students view film.
- Students make at least three toys suitable for nursery school children. Blocks from shoe boxes, sock or hand puppets, puzzles, bean bags are appropriate.
- Students review Child Care Aide manual, A 135-147.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 9	Beginnings	8	8G
NUMBERS	"Nursery School Handbook for Teachers and Parents"	13	10A
APPLICATION C 8	Michigan School Supply Catalogue	14	33
PHYSICAL D 1, 2c, 3			

SUBCLUSTER: CHILD CARE

Code: HTH - CCQ6 TASK: Selecting toys

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	
Solitary play Parallel play Construction play Physical environment Manipulative toys Muscle coordination Manual skills Sharp edges Breakable Chipping paint Dangerous Unsate Individual play Group play		• Have students make toys from available scrap materials.

Supportive Instructional Materials:

Write to: Instructional Materials Center, Erickson Hall, Michigan State University, East Lansing, Michigan for a list of teacher-made instructional materials

Wallpaper sample books

SUBCLUSTER: CHILD CARE

Sheet 1 of 1

TASK: Selecting and guiding games

Code: HTH- CC07

Student Name: _____

Student Progress	Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced Involved Productive Employable	Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: 1. select games for preschoolers appropriate for teaching specific concepts. 2. develop a resource card file of games. 3. practice games with classmates. 4. guide preschool children in playing games.	• Students review Child Care Aide manual. • Students follow demonstration with "hands-on" supervision. • Teacher encourages small peer group cooperation and interaction.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 9 NUMBERS B 1,2,3a,b,c,d APPLICATION C 5,7,8 PHYSICAL D 1,2c,3	Child Care Aide pp. A 135-147	14	9

SUBCLUSTER: CHILD CARE

Code: HTU - CC07 TASK: Selecting and guiding games

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	
Imitation games Choosing games Motor skill games Indoor games Outdoor games Number games Word games Color	Measure distances for game organization	• Games should be selected to compliment instructional unit, i.e. words. • Encourage blind student to graciously accept help from others in learning this task.

Supportive Instructional Materials:

SUBCLUSTER: CHILD CARE

TASK: Storytelling

Sheet 1 of 1

Code: HTH - CC08

Student Name: _____

Student Progress	Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced / Involved / Productive / Employable	Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: 1. suggest suitable books and stories of interest to a group of children. 2. read or tell stories with animation and expression to encourage the participation of children. 3. draw pictures of story characters and/or let children draw pictures when telling stories. 4. help children learn to listen and to participate in group activities. 5. watch for clues of fatigue, lack of interest, or overstimulation.	• Students visit children's library with instructor. • Students read and evaluate children's books. • Students practice storytelling in class. • Students write and illustrate a children's story. • Students prepare and tell a flannelboard story to fellow students. • Students view films.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 2,4,5,6,7,9	Story of a Book	8	8C
NUMBERS B 5,6	Storytelling, Can You Tell It In Order	8	8D
	Telling Stories To Children	8	8E
APPLICATION	Storytelling	14	3F
PHYSICAL	Understanding and Guiding Young Children pp. 74-179	14	31

SUBCLUSTER: CHILD CARE

Code: HTH - CC08 TASK: Storytelling

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	
Storytelling Dramatics Tone Rhythm Folk stories Holiday stories Seasonal stories Fictional stories Real stories Stories about themselves Nature stories Vocational stories Family stories	Determine total time needed for each student to contribute to a story telling activity.	• Develop a tagging system for visually impaired student (braille or large print). • Contact Basic English teacher for help in Children's Literature.

Supportive Instructional Materials:

SUBCLUSTER: CHILD CARE

Sheet 1 of 1

TASK: Guiding creative activities

Code: HTH- CC09

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills
Introduced	Involved	Productive	Employable	

Given the necessary tools, materials, equipment, and requisite knowledge, the learner will:

1. select appropriate creative activities and present to preschool children.
2. plan, prepare for and guide children in finger painting.
3. plan, prepare for and guide children in string, straw, and sponge painting.
4. plan, prepare for and guide children in easel painting.
5. prepare recipes for playdough, finger paint, sawdust clay, etc.
6. plan, prepare for and guide children in cutting and pasting activities.

Instructional Methods

- Teacher leads demonstration of selected creative activities.
- Students must personally experience each activity, directing children in:
  - finger painting
  - easel painting
  - string painting
  - straw painting
  - blot painting
  - sponge painting.
- Students develop unique methods and directions for each activity. These are added to a class card file.
- Students should personally experience finger painting before working with kids.
- Students prepare a resource unit involving a creative activity including such information as purposes, point to be emphasized, methods of presentation, learning opportunities, evaluation, list of needed materials.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 2,5,6,9	"Art and the Growing Child"	10	16
NUMBERS B 1,2a,b, 4b,c,f	"Children Learn by Experience"	8	16
APPLICATION C 8	"Creative Guide for Pre-School Teachers"	14	11A
PHYSICAL D 1a,c,d			

SUBCLUSTER: CHILD CARE

Code: HTH - CC09 TASK: Guiding creative activities

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	
Creative Mural Easel Collage Hand (finger) painting	Measuring and mixing of paint, etc.	• Allowing individuality to be expressed by preschoolers' amount of direction must be adjusted to each individual preschooler. • Use wall paper and carpet samples as a medium for creative design. • Ask students to "think" of original ideas. • Give the blind student ample time for accumulating finger knowledge. Instructor must aid student in moving fingers for gathering information. • Encourage blind student to graciously accept help from others in learning this task.

Supportive Instructional Materials:

Wall paper sample books
Carpet samples

SUBCLUSTER: CHILD CARE

Sheet 1 of 1

TASK: Plan children's play

Code: HTH - CC10

Student Name: _____

Student Progress	Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced Involved Productive Employable	Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: 1. show and guide children in acceptable ways to behave in play activities — sharing, etc. 2. encourage both individual and cooperative play. 3. help children select and use play materials and equipment with courage, safety, and skill, keeping rules of play to a minimum. 4. control play and learning situations to reduce emotional behavior problems. 5. respect individual differences and not expect equal performance from all children.	• Students role play the planning, teaching and playing of games with each other. • Students view and discuss appropriate films.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 1,4,6,9 NUMBERS B 1,2,5,6 APPLICATION C 3,5,8 PHYSICAL D 1a,c,d,e 2b 3a,c,f,g	"A Creative Guide for Pre-School Teachers"	14	11A
	"Nursery School Handbook for Teachers and Parents"	14	10A
	"Organized Free Play"	8	17
	"When Should Grownups Help"	8	18
	"Guiding Behavior"	8	19
	"Starting Nursery School Patterns of Beginning"	8	8G

SUBCLUSTER: CHILD CARE

Code: HTH - CC10 TASK: Play children's play

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	
Creative play Freedom of choice Solitary play Pareilel play Cooperative play	Plan a block of time suitable to period of play.	• Unit planning - concept of continuity planning - outgrowth development planning. • Have the students pretend to be pre-schoolers, playing the games. Students should also teach peer games.

Supportive Instructional Materials:

SUBCLUSTER: CHILD CARE

Sheet 1 of 1

TASK: Plan science and nature activities

Code: HTH - CC11

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills
Introduced	Involved	Productive	Employable	

Given the necessary tools, materials, equipment, and requisite knowledge, the learner will:

1. help children care for a fish aquarium or small pets.
2. show children how to plant and care for seeds, flowers, and small vegetables.
3. help children develop concepts of objects and words related to the world around them.
4. plan nature walks and field trips.
5. plan for and guide children in science activities on a regular schedule.

Instructional Methods

- Students and teacher review illustrated textbook materials.
- Teacher organizes and conducts a nature walk/field trip.
- Students work as a group to develop a resource unit for teaching one of the following concepts:

time	nuts	weather	heat and light
color	bulbs	magnet	taste sense
shells	birds	water	touch sense
flowers	insects	scales	smell sense
fruits	animals	magnifying glass	sight sense
			sound sense.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 2,3,9	Good Schools for Young Children	14	34
NUMBERS B 1,2,4b,c,d	A Creative Guide for Preschool Teachers Ch. 14, pp. 127-152	14	11A
APPLICATION C 3,5,8			
PHYSICAL D 1a,c 2b 3a,c,f,g			

SUBCLUSTER: CHILD CARE

Code: HTH - CC11 TASK: Plan science and nature activities

Basic Information for Cooperative Teaching

Language of the Task

Aquarium
Terrarium
Ant farm
Time
Color
Shells
Flowers
Fruits
Fish
Scales
Nuts
Bulbs
Birds
Insects
Animals
Seeds
Weather
Magnet
Magnifying glass
Heat and light
Human senses

Quantitative Concepts

Weights and measures of liquids and solids

Suggestions:

- Seek assistance of both public and private conservation organizations.
- Plan units relating to seasons and holidays.
- Provide many tactile and hearing experiences for the blind student to reinforce task knowledges/skills.

Supportive Instructional Materials:

SUBCLUSTER: CHILD CARE

Sheet 1 of 1

TASK: Teach fingerplays to preschool children

Code: HTH- CC12

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced	Involved	Productive	Employable	Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: 1. present fingerplays of various concepts and themes: a. counting b. holidays c. animals d. body parts identification e. directional concepts f. directional concepts g. etc.	• Students copy finger play from transparency onto cards for personal card file. • Teacher encourages small peer group cooperation and interaction. • Para-professionals provide sustained involvement with students having difficulty.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 1,6,9	Songbooks	14	
	The Instructor Magazine	13	12A
NUMBERS B 1,2b	Early Years Magazine	13	12B
APPLICATION C 2a,7,8	Rhymes for Fingers and Flannelboards	13	16
PHYSICAL D 1a,b,2a			

SUBCLUSTER: CHILD CARE

Code: HTH - CC12 TASK: Teach fingerplays to preschool children

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	
Finger play Symbolization Rhythm Color Direction Animals Body part Space	Count Add combinations of time	

Supportive Instructional Materials:

SUBCLUSTER: CHILD CARE

Sheet 1 of 1

TASK: Teach manuscript writing

Code: HTH - CC13

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced	Involved	Productive	Employable	Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: 1. practice and demonstrate writing the alphabet using the proper Zaner Blosser method of manuscript writing. 2. direct pre-schoolers in developing the skills of manuscript writing.	• Teacher introduces students to the Zaner-Blosser method of manuscript writing. • Students practice proper manuscript in capital and small letters. • Students develop a card with proper style and stroke for personal file.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 1,6,9 NUMBERS B 2b APPLICATION C 2a PHYSICAL D 1a,c 2a			

SUBCLUSTER: CHILD CARE

Code: HTB - CC13 TASK: Teach manuscript writing

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	
Manuscript	Parallel lines	
Slant	Vertical lines	
Connect	Horizontal lines	
Up	Circular shapes	
Down		

Supportive Instructional Materials:

SUBCLUSTER: CHILD CARE

Sheet 1 of 1

TASK: Direct music and rhythm experiences

Code: HTH- CC14

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills
Introduced	Involved	Productive	Employable	Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: 1. learn simple songs and rhythms. 2. select appropriate songs and rhythms. 3. select and use appropriate rhythm instruments. 4 select and appropriately use records and songbooks. 5. know and use various motor movements with music.

Instructional Methods

- Students direct classmates in music and rhythm experiences.
- Students listen to audio recording and review teacher's manual.
- Para-professionals provide sustained involvement with students having difficulty.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 2,4 NUMBERS B 2b APPLICATION C 5,8 PHYSICAL b 1a,d,e 2a/b 3a	"Making Music Your Own Kind"	7/14	

SUBCLUSTER: CHILD CARE

Code: HTH - CC14 TASK: Direct music and rhythm experiences

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	• Have students make simple rhythm instruments for preschoolers to use.
Rhythm Motor movements Rhythm instruments sticks bells drums tamborine triangle castanets cymbals claves jingle clogs	Count to music 1-2-3 (waltz music) 1-2-3-4 (marching music)	

Supportive Instructional Materials:

SUBCLUSTER: CHILD CARE

Sheet 1 of 2

TASK: Develop children's food and eating habits

Code: HTH- CC15

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills
Introduced	Involved	Productive	Employable	
				Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: 1. encourage children to wash hands before meals. 2. set table correctly for menu. 3. arrange tables and chairs to insure comfort while the children are eating. 4. recognize kinds and amounts of food which meet nutritional needs of the children in the center. 5. monitor eating practices — handling of silver and food — appropriate for children's ages. 6. handle situations when children refuse some foods. 7. show children how to use eating equipment and handle foods when eating. 8. guide children toward more independent eating practices. 9. encourage self-help in eating. 10. set good example when eating with the children to encourage and reinforce positive attitudes toward food.

Instructional Methods

- Students plan and display a bulletin board which shows foods high in nutritive value and their effects on the body, or proper table setting for lunch and snacks for children.
- Students view filmstrips.
- Students view films.
- Students keep a record of their own eating habits for one week to determine whether or not they are receiving the proper nutrients.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 2,3,6,9 NUMBERS B 2b,4b,c,d,f APPLICATION C 2b,3,5,8 PHYSICAL D 1a,c,d,f 2c, 3a,c,f,g	Nutrients in Foods	10	20
	Planning Meals for Nutrition	10	21
	Organizing and Preparing Meals	10	16
	Feeding Your Young Children	10	22
	Food Makes the Difference	10	23
	You and Your Health	8	
	Hungry Angels	8	24

SUBCLUSTER: CHILD CARE

Code: HTH - CC15 TASK: Develop children's food and eating habits

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	
Nutrition Food groups Vitamins Protein Fats Calcium Carbohydrates Diet Calories Table settings Table etiquette Utensils Snack foods (appropriate/inappropriate)	Recognize numbers at a table Determine number of portions or servings per container.	• Concepts of the value of different foods and the appropriate time for various foods. Example, "cokes" snack time, "milk" meal time. • Contact Michigan School for the Blind for braille and large print materials. • Speak distinctly and slowly and allow time for visually impaired student to repeat pertinent information.

Supportive Instructional Materials:

SUBCLUSTER: CHILD CARE, continued. . .

TASK: Develop children's food and eating habits

Code: HTH - CC15

Student Name: _____

Student Progress					Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced	Involved	Productive	Employable		Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: 11. enjoy participating in snack and/or mealtime with the children. 12. set the stage for snack time. 13. serve snacks to the children. 14. plan menus for mid-morning lunch and mid-afternoon snacks for one week. 15. identify the basic four food groups.	

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE			
NUMBERS			
APPLICATION			
PHYSICAL			

SUBCLUSTER:

Code: ___ - ____ TASK:

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	

Supportive Instructional Materials:

SUBCLUSTER: CHILD CARE

TASK: Understand the child and his family

Code: HTH - CC16

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills
Introduced	Involved	Productive	Employable	Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: 1. recognize the basic needs of young children. 2. describe characteristics of children from two to five. 3. comprehend the principles and areas of development of children. 4. analyze the influence of the family on the growth and development of children. 5. help create comfortable environment for children and help them feel secure and self-confident. 6. help children find a place within the group.

Instructional Methods

- Teacher and students review, note, and discuss text materials.
- Students view films and film strips.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 9	Child Care and Development Chapter 18	14	0
NUMBERS	Texas Tech Manual, A33-A39	14	9
	A Desk for Billie	8	25
APPLICATION C 5,8	Skippy and the Three R's	8	
PHYSICAL D 1,2c,3	Spud's Summer	8	16
	Children Growing Up With Other People	8	26
	Ghettos in America	10	37

SUBCLUSTER: CHILD CARE

Code: HTH - CC16 TASK: Understand the child and his family

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	• Informally encourage voluntary buddy system for assisting blind students (individualize without calling attention to individual). • Have tape recorder available for "note-taking" for the blind student. • Contact Michigan School for the Blind for braille and large print materials.
Basic needs Family life cycle Siblings Peer group Characteristics Family structure Family relationships Neighborhoods Schools Communities	Budgets (family income)	

Supportive Instructional Materials:

SUBCLUSTER: CHILD CARE

Sheet 1 of 2

TASK: Provide for health and safety of children

Code: HTH - CC17

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills
Introduced	Involved	Productive	Employable	

Given the necessary tools, materials, equipment, and requisite knowledge, the learner will:

1. recognize importance of observing safety practices in the child care center and being alert to safety hazards.
2. identify proper first aid practices and know limits of aid which can be administered; describe symptoms of illness which may appear in the children.
3. recognize necessity of observing center and local health policies and sanitation regulations.
4. maintain discipline to help insure safety of the children.
5. encourage safety habits in handling play materials and equipment.
6. give close supervision to children during rest and play periods.
7. observe and remove sources of danger, such as protruding nails, unsteady boards not properly supported.
8. keep the center orderly and safe.
9. recognize and report early signs of illness or discomfort in children.

Instructional Methods

- Teacher provides a guest speaker such as a public health nurse.
- Teacher plans a game or activity to teach good safety habits to children.
- Teacher reviews health regulations for children and employees.
- Teacher and student practice fire drill.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 9 NUMBERS APPLICATION C 8 PHYSICAL D 1, 2c, 3	Health regulations	14	

SUBCLUSTER: CHILD CARE

Code: HTH - CC17 TASK: Provide for health and safety of children

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	• Informally encourage voluntary buddy system for assisting blind students (individualize without calling attention to individual).
Hazards Caution Exit Fire escape Discomfort Symptoms Policies Sanitary procedures Infectious Communicable Fatigue Emotional upset Immunization Allergies Contaminated		

Supportive Instructional Materials:

SUBCLUSTER: CHILD CARE, continued. . .

Sheet 2 of 2

TASK: Provide for health and safety of children

Code: HTH - CC17

Student Name: _____

Student Progress	Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced / Involved / Productive / Employable	Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: 10. follow center approved health measures in working with children. 11. help children develop good health habits, such as washing hands after toileting, etc. 12. set a good example by practicing good health habits. 13. know procedure to follow in case of fire.	

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE			
NUMBERS			
APPLICATION			
PHYSICAL			

SUBCLUSTER:

Code: ___ - ____ TASK:

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	

Supportive Instructional Materials:

SUBCLUSTER: CHILD CARE

Sheet 1 of 1

TASK: Care for the exceptional child

Code: HTH - CC18

Student Name: _____

Student Progress	Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced / Involved / Productive / Employable	Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: 1. recognize the kinds of challenges which special education provides the child care aide. 2. identify basic similarities in the care and training of "normal" and exceptional children. 3. translate directions of professional personnel into action in absence of these professionals. 4. reinforce desired behavior in a positive way. 5. plan and direct various types of motor activities for exceptional children. 6. teach appropriate social behavior.	• Special education teacher speaks to class describing the needs of exceptional children. • Teacher and students take a field trip to local institute or agency where they work exclusively with handicapped youngsters. • Students view films and filmstrips. • Students may review and discuss readings.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 9	Parents of Exceptional Children	14	14A
NUMBERS B 1,2,4a,b,c,d,f	Pointer	13	15
APPLICATION C 8	More Than Love	8	36
PHYSICAL D 1,2c,3	Eternal Children	8	27
	Portrait of a Disadvantaged Child	8	
	Children Without Stress: Parents With a Handicapped Child	10	
	The Child Who Never Grew Up	13	13A
	Dibs, In Search of Self	13	13B

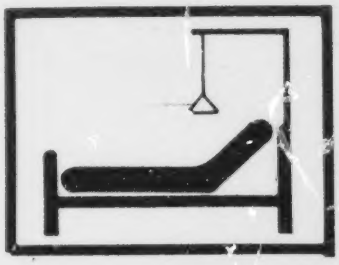
SUBCLUSTER: CHILD CARE

Code: HTH - CC18 TASK: Care for the exceptional child

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	
Exceptional Physically handicapped Rehabilitation Occupational skills Personal care Handicapped Impairment Visual Auditory		• Special education teacher should teach this task. • Have tape recorder available for "note-taking" for the blind student.

Supportive Instructional Materials:

HOSPITAL HOUSEKEEPING



INSTRUCTIONAL TASK MODULES

HH01 Brush sweep floor areas

HH02 Clean stair wells

HH03 Mop sweep floors

HH04 Wet mop floors

HH05 Operate an automatic floor machine

HH06 Strip a floor

HH07 Seal a floor

HH08 Apply floor finish

HH09 Wash painted surfaces

HH10 Clean wall paper

HH11 Wash wainscoted ceramic surfaces

HH12 Wash walls and ceilings by hand

HH13 Wash walls and ceilings by machine

HH14 Wash and clean venetian blinds

HH15 Clean and disinfect restroom equipment

HH16 Disinfect restroom floors

HH17 Clean and polish mirrors, windows, and glass

HH18 Wash and polish metal, wooden, and upholstered furniture

HH19 Clean light fixtures

HH20 Clean rugs

HH21 Wash windows

HH22 Clean metal surfaces

HH23 Perform dusting

HH24 Store maintenance supplies and equipment

HH25 Develop a maintenance program

SUBCLUSTER: [illegible]AL HOUSEKEEPING

Sheet 1 of 1

Code: HTH - HH01

TASK: Brush sweep floor areas

Student Name: _____

Student Progress	Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced / Involved / Productive / Employable	Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: 1. select the equipment needed for sweeping floor areas: a. floor brush b. dust pan c. counter brush d. putty knife e. waste container. 2. demonstrate the proper techniques for holding and sweeping with a broom. 3. demonstrate the proper procedure for sweeping floor areas. 4. remove gum and heavy accumulations from floor with putty knife. 5. pick up sweepings.	• Students learn the names of the equipment from an illustrated set of flash cards. Flash cards with pictures and names of each piece of equipment. Gradually remove name cues. • Students work with the building custodians in sweeping assigned areas during each period. • Teacher encourages small peer group cooperation and interaction.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 6,9	Floor Maintenance	13	28
NUMBERS B	Floors and Floor Maintenance	13	29
APPLICATION C 5,8	flash cards, teacher-made "School Custodial Service" (charts)	16	
PHYSICAL D 1a,d,e 2b 3a,c,f,g			

SUBCLUSTER: HOSPITAL HOUSEKEEPING

Code: HTH - HHQ1 TASK: Brush sweep floor areas

Basic Information for Cooperative Teaching

Language of the Task

Hard floors
- terrazzo
- marble
- concrete

Sweep

Waste receptacle/trash can

Brush
- floor
- counter

Dust pan

Area

Soil

Bristles

Putty knife

Quantitative Concepts

Convert inches to feet

Recognize 6'x6' as feet
6"x6" as inches

Suggestions:

- Physical requirements:
  stand up straight
  grip, bend over from hips
  step out and extend arms
  straight ahead
- Collect samples of different types of floors.
- Make and use "flash card" floor samples.
- This task may be particularly appropriate for deaf student.
- Teacher and deaf student should co-operatively develop some simple signs related to language of the task.

Supportive Instructional Materials:

"Twister" game - teacher made, combining word recognition with concepts and motor skills

SUBCLUSTER: HOSPITAL HOUSEKEEPING

TASK: Clean stairwells

Sheet 1 of 1

Code: HTH - HH02

Student Name: _____

Student Progress					Behavioral Task Knowledges/Task Skills
Introduced	Involved	Productive	Employable		
					Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: 1. select the proper equipment for cleaning stairwells: a. warehouse broom (corn broom,dry mop) b. dust pan c. counter brush d. waste container e. treated dust cloth f. putty knife g. portable vacuum cleaner h. disinfectant solution i. detergent/disinfectant solution j. two mop pails k. wringer l. wet mop m. "wet floor"signs. 2. brush sweep stairways from top to bottom. 3. wipe down guard and hand rails and door knobs. 4. vacuum clean stairwells, wainscoating, and guard rails. 5. prepare disinfectant solution for mopping stairway. 6. mop down stairwells. 7. place "wet floor" signs at top and bottom of stairwell.

Instructional Methods

- Teacher carefully illustrates and/or demonstrates techniques for:
  1. Identifying different types of stairs (i.e. open wall, both walls closed)
  2. Sweep width of stairs, stairs with middle rails or end rails
  3. Starting to sweep stairs considering the type of stairwell
  4. Using the proper broom or hand vacuum in corners of stairs.

- Students discuss and practice techniques for:
  1. Folding dust cloth properly
  2. Dusting above windows or landings
  3. Traveling up one side of stairs to dust, then dusting down the other side
  4. Cleaning stairs with dust mop, then scrub down stairs and risers.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 2,3,9 NUMBERS B APPLICATION C 5,6,8 PHYSICAL D 1a,e, 2b, 3a,b,c,f,g	Cleaning Supplies and Equipment	1	

SUBCLUSTER: HOSPITAL HOUSEKEEPING

Code: HTH - HH02 TASK: Clean stairwells

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	
Stairs Risers Railing/bannister Landing Treads Molding Wipe Width Steps Floor brush Dry mop Stroke Terrazzo Wood Concrete	Measure width of stairs using ruler. Measure height of riser between steps and width of step (tread).	• Physical requirements: travel up and down stairs slide feet together across step starting at top back down stairs using stair hand rail use rag in one hand and another rag in other hand • Have students practice cleaning as they go up and down mock stairs with removable sides and rails. • This task may be particularly appropriate for deaf student. • Speak distinctly and slowly, use simple sentences, and look directly at lip reading deaf students.

Supportive Instructional Materials:

SUBCLUSTER: HOSPITAL HOUSEKEEPING

Sheet 1 of 1

TASK: Mop sweep floors

Code: HTH - HH03

Student Name: _____

Student Progress	Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced / Involved / Productive / Employable	Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: 1. select the equipment needed to mop sweep a floor: a. dust treated sweeping mop b. dust pan c. counter brush d. floor brush e. waste container f. putty knife g. receptacle. 2. treat a sweeping mop with a mop treatment. 3. treat a dusting mop by water-based impregnation and oil based impregnation. 4. follow a prescribed procedure in mop sweeping: a. room floors b. corridors.	• Teacher demonstrates and illustrates: 1. Swinging in a figure "8" motion 2. Carrying, handling, and treating a dust mop 3. Sweeping around chairlegs without touching 4. Sliding dust back and forth across front of feet 5. Identifying types of floors 6. Discussing harm of solvents on soft floor (lighter fluid) 7. Spreading feet to width of shoulders. • Teacher concentrates his effort with students having difficulty.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 6,7,9 NUMBERS APPLICATION C 8 PHYSICAL D 1a,e, 2b, 3a,c,g	Cleaning Supplies and Equipment	1	

SUBCLUSTER: HOSPITAL HOUSEKEEPING

Code: HTH - HH03 TASK: Mop sweep floors

Basic Information for Cooperative Teaching

Language of the Task

Sweep

Treated dry mop

Horizontal

Dispose

Soft floors
- vinyl tile
- rubber tile
- asphalt tile

Swing

Block

Stance

Stroke

High/low

Corridor

Hallway

Quantitative Concepts

Determine linear footage of a given wall.

Recognize common mop sizes:
18", 36", 60"

Suggestions:

- Physical requirements
  - draw a figure 8 ∞
  - move arms in figure 8 pattern
  - back-up mopping in a figure 8 pattern.

Supportive Instructional Materials:

Yard stick
"Twister" game

SUBCLUSTER: HOSPITAL HOUSEKEEPING

Sheet 1 of 1

TASK: Wet mop floors

Code: HTH- HH04

Student Name: _____

Student Progress	Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced / Involved / Productive / Employable	Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: 1. select the equipment needed in wet mopping floors: a. 2 mop pails on casters b. 1 wet mop (2) mops c. putty knife d. waste container e. dust pan f. cleaning cloths or sponges g. detergent or detergent/disinfectant h. "wet floor" signs i. wringers. 2. prepare detergent or detergent/disinfectant solution according to manufacturer's directions. 3. locate wet floor signs at both ends of area to be mopped. 4. follow prescribed procedures and techniques in mopping floor areas. 5. rinse and clean mop heads and equipment. 6. store equipment.	• Teacher frequently demonstrates and/or illustrates: 1. Swinging mop from side to side - 2 1/2' to 3 1/2' on either side 2. Traveling along floor molding 10' across and 10' down 3. Mixing soap solution (students place hands in water to determine slickness) 4. Cleaning molding by hand or machine, be aware of harm done by splashing molding 5. Picking up water by mopping or by machine 6. Using a floor squeegee 7. Discussing precautions on various floors. • Teacher matches successful students who are interested in helping those having difficulty.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 6,7,9 NUMBERS B 4b,c, 5 APPLICATION C 5,6,8 PHYSICAL D 1a,d,e 2b 3a,b,c,g	Cleaning Supplies and Equipment	1	

SUBCLUSTER: HOSPITAL HOUSEKEEPING

Code: HTH - HH04 TASK: Wet mop floors

Basic Information for Cooperative Teaching

Language of the Task

Wet mop filler
Size/capacity
Wringer
Bucket
Detergent
Solution
Soak
Mop handle
Clamp
Wing nut
Crown
Gear press
Roller wringer
Squeeze wringer
Corrosive
Application
Concentrate
Dilute

Quantitative Concepts

Determine the square footage of a floor area to be mopped.

Recognize comparative sizes and capacities of buckets - gallons, pails - pints.

Teach:
one half ounce per gallon

Pour one half ounce into a measuring cup from a bottle having the net weight of 8 oz. Pour the half ounce into a gallon of water. Observe 8 oz. bottle, determine how many times this operation could be performed.

Suggestions:

- Physical requirements
  walk backward
  swing arms while walking backwards
  drag mop along molding
- Using foot square shapes, measure the square footage of a small room by laying the shapes out - determining the number which will fit in the room.
- Stress importance of using proper cleanser and tool for each task.
- This task may be particularly appropriate for deaf student.

Supportive Instructional Materials:

Squares of cardboard measuring a foot square. Enough to cover a small room.

SUBCLUSTER: HOSPITAL HOUSEKEEPING

Sheet 1 of 1

TASK: Operate an automatic floor machine

Code: HTH - HH05

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills
Introduced	Involved	Productive	Employable	

Given the necessary tools, materials, equipment, and requisite knowledge, the learner will:

1. select the equipment needed to operate a floor machine
   a. floor machine
   b. detergent (low foam or foamless)
   c. putty knife
   d. "wet floor" signs.
2. fill solution tank of machine, following manufacturer's directions.
3. prepare machine for operation.
4. police area to be cleaned.
5. place "wet floor" signs in position.
6. clean corner areas by hand.
7. guide machine over area to be cleaned, following prescribed procedures and techniques.
8. dispose of accumulated waste, rinse, flush tank, and plug automatic machine into battery.

Instructional Methods

- Teacher simulates and/or demonstrates:
  1. Gripping machine, turning on switch, and holding machine as it runs
  2. Pushing down on handle to start and raising up on handle to stop
  3. Turning on vacuum and adjusting squeegee up or down
  4. Changing brushes and stripping pads
  5. Filling and emptying the machine.
- Teacher concentrates his effort with students having difficulty.
- Teacher matches successful students who are interested in helping those having difficulty.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 2,6,7,9 NUMBERS B 4c, 5 APPLICATION C 5,6 PHYSICAL D 1a,d,e 2c 3a,b,c,f,g	Floor machine, accessories, and cleaning materials	1	

SUBCLUSTER: HOSPITAL HOUSEKEEPING

Code: HTH- HH05 TASK: Operate an automatic floor machine

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	
Charge/recharge battery Automatic Scrubber Stripper Vacuum Float Tank Switch Handle Operate Solution	Combine liquid amounts in a 1-6 ratio (1 part concentrate to 6 parts water). Add 1/2 pt + 1/2 pt = ? 1/2 pt. equals how many cups? Determine the number of ounces/cup	• This task may be particularly appropriate for deaf student. • Informally encourage voluntary buddy system for assisting deaf students (individualize without calling attention to the individual). • Physical requirements cross feet over and move to left cross feet back and move to right walk straight ah ad back up - straight back

Supportive Instructional Materials:

SUBCLUSTER: HOSPITAL HOUSEKEEPING

Sheet 1 of 2

TASK: Strip a floor

Code: HTH - HH06

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills
Introduced	Involved	Productive	Employable	

Given the necessary tools, materials, equipment, and requisite knowledge, the learner will:

1. select the equipment needed for stripping a floor:
   a. rotary floor machine
   b. stripping bloc
   c. Syndisc stripping pads
   d. liquid floor stripper
   e. waste container
   f. dust pan
   g. counter brush
   h. putty knife
   i. treated dust cloth
   j. rubbers
   k. pressure sprayer
   l. mop pail - gearpress
   m. wet mop
   n. wet vacuum pick-up.
2. mix stripping solution following manufacturer's directions.
3. sweep floor and remove all gum deposits.
4. apply stripping solution to floor area, covering 100 square feet.
5. place stripping pad on floor and center machine on pad.
6. guide the rotary floor machine over the solution area.
7. pick up the dirty stripping with wet vac.

Instructional Methods

- Teacher demonstrates and/or illustrates tagging equipment.
- Teacher organizes and students play bingo with names of equipment by filling in letters of equipment.
- Teacher organizes a game of 20 questions which students play about equipment names, uses, sizes, shapes, etc.
- Teacher encourages small peer group cooperation and interaction.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 2,3,7,9 NUMBERS B 2b,4a,c,5 APPLICATION C 5,6,8 PHYSICAL D 1a,d,e,f 2c 3a,c,d,e, f,g	Cleaning equipment, tools, and supplies	1	

SUBCLUSTER: HOSPITAL HOUSEKEEPING

Code: HTH - HH06 TASK: Strip a floor

Basic Information for Cooperative Teaching

Language of the Task

Strip
Refinish
Stripping pad
Driving block
Floor machine
Solution
Detergent
Steel wool
Finish
Build-up
Residue
Nozzle
Swivel
Tank
Cord
Flexible hose
Rinse
Wringer mop
Put down solution
Pick up solution
Flooding
Wax stripper

Quantitative Concepts

Determine square footage of a floor area to be stripped.

Convert gallons to quarts, quarts to pints, and pints to cups of solutions used in floor stripping.

Pour from a large 5 gallon container a predetermined amount, i.e. qt., to a pail.

Concept of pH - >< 7 =

Suggestions:

- Transfer liquid between pint, quart, and gallon size containers to explain the volume of liquid contained by each.
- Practice body movement for task.
- Physical requirements
  - push out - pull back
  - step out - step back
  - stoop over
  - kneel down on one knee
  - turn both hands to right
  - turn both hands to left
  - slide from side to side
  - move straight back
  - move straight forward
- Be careful in using words with multiple meanings when talking to lip reading deaf students.
- This task may be particularly appropriate for deaf student.

Supportive Instructional Materials:

SUBCLUSTER: HOSPITAL HOUSEKEEPING

Sheet 2 of 2

TASK: Strip a floor

Code: HTH - HH06

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced	Involved	Productive	Employable	Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: 8. rinse floor again with neutralizing solution if high pH solution has been used. 9. strip corners by hand. 10. strip near molding with steel wool.	

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE			
NUMBERS			
APPLICATION			
PHYSICAL			

SUBCLUSTER: HOSPITAL HOUSEKEEPING

Code: HTH - HH06 TASK: Strip a floor

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	

Supportive Instructional Materials:

SUBCLUSTER: HOSPITAL HOUSEKEEPING

Sheet 1 of 1

TASK: Seal a floor

Code: HTH - HH07

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills
Introduced	Involved	Productive	Employable	

Given the necessary tools, materials, equipment, and requisite knowledge, the learner will:

1. select the equipment needed to seal a floor:
   a. mop pail and gearpress
   b. clean wet mop
   c. water emulsion seal
   d. "wet floor" signs.
2. remove the sizing in a new wet mop.
3. seal floor by application of sealer with mop, following a prescribed procedure.
4. even out spots and mop out puddles of sealer.
5. apply second coat of sealer in opposite direction of first coat.

Instructional Methods

- Teacher simulates and demonstrates:
  1. Laying out a 100 sq. ft. area by going along molding for 10' and across molding for 10'
  2. Applying sealer with mop and/or rollers.
- Teacher discusses with students various surface seals, penetrating seals, concrete seals, terrazzo seals.
- Para-professionals provide sustained involvement with students having difficulty with this task.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 2,7,9 NUMBERS B 4c, 5 APPLICATION C 5,8 PHYSICAL D 1a,d,e, 2c 3a,c,f,g	Cleaning supplies and equipment	1	

SUBCLUSTER: HOSPITAL HOUSEKEEPING

Code: HTH - HH07 TASK: Seal a floor

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	
Floor seal Pores Absorbent Streaks Dampness Humidity Tacky Applicator Handle Mop filler Wringer Bucket Internally Undercoat Non-flammable	Estimate and/or compute square footage as it relates to floor areas. Recognize gallons, quarts and similar sized containers. Convert ounces to pints, quarts, and gallons. Estimate amount of sealer needed for 900 square feet if the coverage was 1500-2000 sq. ft. per gallon.	• Stress that if the directions on can designate a given amount for a given size floor, and there is either solution left over or not enough solution, an inaccurate amount has been applied. • Assist student in improving judgment and decision making skills. • This task may be particularly appropriate for deaf student. • Drill deaf student extensively on language of the task.

Supportive Instructional Materials:

SUBCLUSTER: HOSPITAL HOUSEKEEPING

Sheet 1 of 1

TASK: Apply floor finish

Code: HTH - HH08

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills
Introduced	Involved	Productive	Employable	

Given the necessary tools, materials, equipment, and requisite knowledge, the learner will:

1. select the equipment for application of floor finishes:
   a. mop pail with gearpress
   b. clean wet mop
   c. floor finish
   d. "wet floor" signs.
2. remove sizing from a new mop.
3. apply floor finish with mop, following a prescribed procedure.
4. apply second coat of finish in a cross-hatched manner.
5. determine drying time required for specific finishes.
6. soak or dispose of mop.

Instructional Methods

- Students simulate as teacher demonstrates how to:
  1. go along molding for 10'
  2. go across molding for 10'
  3. come down floor for 10'
  4. apply finish with mop
  5. apply finish with rollers.
- Teacher encourages small peer group cooperation and interaction.
- Teacher matches successful students who are interested in helping those having difficulty.
- Para-professionals provide sustained involvement with students having difficulty with this task.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 2,7,9 NUMBERS B 4c,d APPLICATION C 4,5,6 PHYSICAL D 1a,d,e, 2c 3a,c,g			

SUBCLUSTER: HOSPITAL HOUSEKEEPING

Code: HTH- HH08 TASK: Apply floor finish

Basic Information for Cooperative Teaching

Language of the Task

Floor finish

Floor wax

Conventional wax
plant or animal

Synthetic wax
man made

Solids

Liquid

Streaks

High-low spots

Sealer

Coats (recoat)

Thin

Protection

Spread

Build-up

Preparation

Maintenance

Luster

Polish

Quantitative Concepts

Discuss relationship of length, width, and square area.

Estimate the time needed to finish certain areas.

Discuss the relationship of temperature and humidity to drying of wax.

Wax coverage 2,000 to 2,500 sq. ft. per gallon

Figure cost of bulk amounts if purchased in small containers.

Suggestions:

- It is important to follow a definite procedure as prescribed by the supervisor.
- Drill deaf student extensively on language of the task.
- Assist student in improving judgment and decision making skills.

Supportive Instructional Materials:

SUBCLUSTER: HOSPITAL HOUSEKEEPING

Sheet 1 of 1

TASK: Wash painted surfaces

Code: HTH - HH09

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills
Introduced	Involved	Productive	Employable	

Given the necessary tools, materials, equipment, and requisite knowledge, the learner will:

1. select the equipment needed for washing painted surfaces:
   a. detergent-disinfectant
   b. sponges or turkish towel
   c. two buckets
   d. drop cloths
   e. step ladder
   f. "wet floor" signs
   g. rubber gloves
   h. wet mop
   i. mop bucket - gearpress
   j. wall brush.
2. test surface for washability.
3. prepare detergent-disinfectant solution according to manufacturer's direction.
4. sponge wash wall surfaces following prescribed techniques and procedures.
5. rinse washed wall sections.
6. set up platform stages or step ladders safely.
7. clean and store equipment.

Instructional Methods

- Take a walking tour through a building and decide and/or discuss which painted surface needs to be painted and why and what should be washed.
- Teacher encourages small peer group cooperation and interaction.
- Teacher matches successful students who are interested in helping those having difficulty.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 2,7,9 NUMBERS B 4c,5 APPLICATION C 5,6 PHYSICAL D 1a,d,e 2c 3a,c,g			

SUBCLUSTER: HOSPITAL HOUSEKEEPING

Sheet 1 of 1

TASK: Wash painted surfaces

Code: HTH - HH09

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills
Introduced	Involved	Productive	Employable	

Given the necessary tools, materials, equipment, and requisite knowledge, the learner will:

1. select the equipment needed for washing painted surfaces:
   a. detergent-disinfectant
   b. sponges or turkish towel
   c. two buckets
   d. drop cloths
   e. step ladder
   f. "wet floor" signs
   g. rubber gloves
   h. wet mop
   i. mop bucket - gearpress
   j. wall brush.
2. test surface for washability.
3. prepare detergent-disinfectant solution according to manufacturer's direction.
4. sponge wash wall surfaces following prescribed techniques and procedures.
5. rinse washed wall sections.
6. set up platform stages or step ladders safely.
7. clean and store equipment.

Instructional Methods

- Take a walking tour through a building and decide and/or discuss which painted surface needs to be painted and why and what should be washed.
- Teacher encourages small peer group cooperation and interaction.
- Teacher matches successful students who are interested in helping those having difficulty.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 2,7,9 NUMBERS B 4c,5 APPLICATION C 5,6 PHYSICAL D 1a,d,e 2c 3a,c,g			

SUBCLUSTER: HOSPITAL HOUSEKEEPING

Sheet 1 of 1

TASK: Clean wall paper

Code: HTH - HH10

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills
Introduced	Involved	Productive	Employable	

Given the necessary tools, materials, equipment, and requisite knowledge, the learner will:

1. select the equipment needed for cleaning wallpaper:
   a. ladder
   b. wall paper cleaner
   c. drop cloths
   d. cleaning cloths.
2. move furniture.
3. cover furniture.
4. remove everything from wall.
5. cover floors.
6. brush walls.
7. begin at top, work down.
8. clean a space 2'x 2'.
9. cross clean.
10. work dirt into wall cleaner.
11. brush residue from walls.
12. vacuum floor.
13. return equipment.

Instructional Methods

- Give students samples of washable paper and have them wash half the sheet with damp cloth and the other half with a soaking wet cloth and observe the effects.
- Student follows a teacher demonstration with "hands-on" supervision.
- Teacher matches successful students who are interested in helping those having difficulty.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 7			
NUMBERS			
APPLICATION C 5			
PHYSICAL D 1a,d,e 2b 3a,c,f,g			

SUBCLUSTER: HOSPITAL HOUSEKEEPING

Code: HT1 - HH10 TASK: Clean wall paper

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	**Quantitative Concepts**	
Sponge Pails Lint free cloths Solution Streak Vacuum Glazed walls Soap Wall paper cleaner Drop cloths	Combine and prepare a solution of 1 part to 6 parts. Use measuring cups and interpret units of measure. Recognize wall surface area 2'x2'/determine square footage. Measure linear footage of a classroom wall .	• This task may be particularly appropriate for deaf student. • Speak distinctly and slowly, use simple sentences, and look directly at lip reading deaf students. • Working with actual measuring equipment and water will simulate this activity.

Supportive Instructional Materials:

SUBCLUSTER: HOSPITAL HOUSEKEEPING

TASK: Wash wainscoted ceramic surfaces

Code: HTH - HH11

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills
Introduced	Involved	Productive	Employable	

Given the necessary tools, materials, equipment, and requisite knowledge, the learner will:

1. select the equipment needed for spray washing wainscoted ceramic surfaces:
   a. detergent-disinfectant
   b. two pressure sprayers
   c. cellulose sponge mop with long handle
   d. "wet floor" signs
   e. drop cloths
   f. wet mop
   g. mop bucket - gearpress.
2. prepare detergent or detergent/disinfectant solution according to manufacturer's directions.
3. fill separate sprayers with solution and clean water.
4. spray clean wainscoted surface with sprayer, following a prescribed procedure.
5. spray the area washed with clean water.
6. wipe down wainscoting with mop sponge.
7. rinse and clean sprayers and equipment.

Instructional Methods

- Students work with surplus pieces of tile on which common cleaning problems can be identified and solution applied.
- Teacher concentrates his effort with students having difficulty.
- Para-professionals provide sustained involvement with students having difficulty with this task.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 2,7,9 NUMBERS B 4c, 5 APPLICATION C 5,6 PHYSICAL D 1a,d,e 2c 3a,c,g			

SUBCLUSTER: HOSPITAL HOUSEKEEPING

Code: HTH - HH11 TASK: Wash wainscoted ceramic surfaces

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	
Common essential vocabulary from bottles and can containers. Procure cleaning supplies from maintenance instructor and have students make a list of the words in the directions that they don't understand. Class put together a list of directive words most frequently used for vocabulary study.	Interpret ounces, pints, quarts, half-gallon, gallons, of cleaning solutions and agents. Determine square footage of the area to be washed and needed amount of cleaning solution.	• Be sure students are able to read common manufacturer's directions, i.e. shake well before using. • Stress importance of using proper cleanser and tool for each task. • This task may be particularly appropriate for deaf student. • Drill deaf student extensively on language of the task.

Supportive Instructional Materials:

SUBCLUSTER: HOSPITAL HOUSEKEEPING

Sheet 1 of 1

TASK: Wash walls and ceilings by hand

Code: HTH - HH12

Student Name: _____

Student Progress					Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced	Involved	Productive	Employable			

Given the necessary tools, materials, equipment, and requisite knowledge, the learner will:

1. select the equipment needed to hand wash ceilings:
   a. detergent-disinfectant
   b. sponges or turkish towels
   c. two buckets or pails
   d. drop cloths
   e. platform stages
   f. rubber gloves
   g. "wet floor" signs.
2. prepare detergent or detergent/disinfectant according to manufacturer's directions.
3. cover unmovable obstructions with drop cloths.
4. step up platform stage.
5. hand wash ceiling areas following prescribed procedures.
6. clean overhead pipes around electrical fixtures, etc., when washing ceilings and walls.
7. rinse and clean equipment.

- Students work with building custodian performing the identified job skills.
- Teacher encourages small peer group cooperation and interaction.
- Para-professionals provide sustained involvement with students having difficulty with this task.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 2,7,9	Building Maintenance	13	30
NUMBERS B 4c, 5	Janitor-Custodian	13	30
APPLICATION C 5,6			
PHYSICAL D 1a,d,e 2c 3a,b,c,g			

SUBCLUSTER: HOSPITAL HOUSEKEEPING

Code: HTH - HH12 TASK: Wash walls and ceilings by hand

Basic Information for Cooperative Teaching

Language of the Task

Pails
Natural sponges
Abrasive cleaner
Wall brush
Wall cleaner
Drop cloths
Ledges, ducts
Measure
Directions
Soaking
Loosen
Scrubbing
Washing
Dip
Solution
Rinse
Film
Surface

Quantitative Concepts

Measure liquids (water) with a measuring cup, observe number of ounces in 1/4 cup, 1/3 cup, 1/2 cup, and 1 cup.

Find area of a wall 8'x12' to determine square footage of surface.

Measure classroom, length and height of room.

Determine the number of pints in a quart, cups in a pint, quarts in a gallon by actually performing the operation using measuring utensils and water or other suitable media.

Suggestions:

- This task may be particularly appropriate for deaf student.
- Drill deaf student extensively on language of the task.
- Suggest to parents that tasks be reinforced and experienced in the home environment.

Supportive Instructional Materials:

SUBCLUSTER: HOSPITAL HOUSEKEEPING

Sheet 1 of 1

TASK: Wash walls and ceilings by machine

Code: HTH - HH13

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced	Involved	Productive	Employable	Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: 1. select the equipment needed to wash walls/ceilings by machine: a. wall washing machine - trowels b. detergent/disinfectant c. stepladder or platform stage d. "wet floor" signs e. sponge, brush, cloths (drop). 2. test wall or ceiling area for washability. 3. fill cleaning tank of machine according to manufacturer's instruction. 4. fill rinse tank. 5. pressurize tanks according to manufacturer's instructions. 6. set up platform stage or stepladder and wet floor signs. 7. saturate wash and rinse pads of applicator. 8. wash surface areas with machine following a prescribed procedure. 9. rinse, clean, and store equipment.	• Teacher and/or resource person shows the student: 1. How to cover trowels with turkish towels 2. How to hold solution trowel in one hand 3. How to hold rinse trowel in other hand 4. How to keep walls wet while washing 5. How to cover furniture 6. How to measure solution 7. How to pump up pressure and release. • Student follows a teacher demonstration with "hands-on" supervision.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 2,4,7,9 NUMBERS B 2a, 4b,c,d APPLICATION C 5,8 PHYSICAL D 1a,d,e 2c 3a,b,c,g			

SUBCLUSTER: HOSPITAL HOUSEKEEPING

Code: HTH - HH13 TASK: Wash walls and ceilings by machine

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	
Mechanical Plastic Sponge Wall washing Measure Trowel Stubborn Apply Rub Pail Scrub brush Drop cloth Planks Step ladder Towels Furniture Pressure	Introduce pounds per square inch of pressure which corresponds to a reading of a pressure gauge, i.e. 25 pounds/sq.inch. Measure 6'x 20' and determine square footage. Utilize measuring cups in determining equivalent units.	• Drill deaf student extensively on language of the task. • This task may be particularly appropriate for deaf student.

Supportive Instructional Materials:

SUBCLUSTER: HOSPITAL HOUSEKEEPING

Sheet 1 of 1

TASK: Wash and clean venetian blinds

Code: HTH - HH14

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills
Introduced	Involved	Productive	Employable	

Given the necessary tools, materials, equipment, and requisite knowledge, the learner will:

1. select the equipment for cleaning venetian blinds:
   a. pressure sprayer
   b. garden hose with nozzle
   c. bristle hand brush
   d. sponges
   e. detergent/disinfectant
   f. portable vacuum cleaner
   g. buckets.
2. prepare detergent/disinfectant according to manufacturer's directions.
3. spray solution over blinds with pressure sprayer.
4. brush blinds with solution.
5. rinse with garden hose.
6. wipe both sides with sponges.
7. check tapes and cords for wear.
8. replace worn tapes.
9. vacuum clean venetian blinds in place.

Instructional Methods

- Using a small venetian blind, the teacher will let each student disassemble and then try to reassemble it. Before the student reaches the point of destructive frustration, the teacher or another student who is already capable of performing this task will help the first student complete the reassembling process.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 2,6,7,9 NUMBERS APPLICATION C 5,8 PHYSICAL D 1a,d 2c 3c,g			

SUBCLUSTER: HOSPITAL HOUSEKEEPING

Code: HTH - HH14 TASK: Wash and clean venetian blinds

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	
Venetian blinds Tapes Detergent Solution Wash Rinse Deposits Film Removal Damp Dirt Damage	Counting 1, 2, 3, 4, 5, etc., (number of slats in a venetian blind) How many slats = a dozen slats? How many feet in a yard? How many inches in a yard, in a foot?	• This task may be particularly appropriate for the deaf student. • Suggest to parents that tasks be reinforced and experienced in the home environment. • Stress importance of using proper cleanser and tool for each task. • Use small sample blind, remove tapes, then reassemble.

Supportive Instructional Materials:

A venetian blind

SUBCLUSTER: HOSPITAL HOUSEKEEPING

Sheet 1 of 1

TASK: Clean and disinfect restroom equipment

Code: HTH - HH15

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced	Involved	Productive	Employable	Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: 1. select the equipment needed to clean restroom equipment: a. applicator kit b. acrylian swab c. bowl cleaner and disinfectant d. aerosal disinfectant spray e. deodorant blocks f. cream cleanser g. mop buckets h. pails i. rags j. rubber gloves k. mops l. sponges m. dust pans n. putty knife o. receptacle p. towels-tissue-soap. 2. clean and disinfect a toilet bowl and seat. 3. clean and disinfect a urinal. 4. clean a washbowl. 5. free clogged drains.	• Students may view slides showing cleaning procedures then go into restrooms to consider possible cleaning procedures. • Involve students in discussion following a demonstration of cleaning procedures conducted in the restroom. • Display the necessary cleaning agents: 1. Best disinfectant soap, water and labor 2. Carbolic acid as disinfectant - chlorine sodium hypochlorite to prevent athletes foot.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 2,9 NUMBERS B 4c APPLICATION C 5,8 PHYSICAL D 1a,d 2b, 3g			

SUBCLUSTER: HOSPITAL HOUSEKEEPING

Code: HTH - HH15 TASK: Clean and disinfect restroom equipment

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	
Urinal Swab Toilet Commode Water closet Dispenser Tissue Toweling Washbasin Partitions Traps Mirrors Chrome Bright work Disinfectant	Figure square footage area of a restroom (8'x12') Measure liquid quantities in pints, quarts, gallons, cup, ounces Reduce quarts to cups using liquid measuring cups Reduce gallons to pints using liquid measuring cups Be aware of the change to metric measurements. Check with the maintenance supervisor/teacher	• Speak distinctly and slowly, use simple sentences, and look directly at lip reading deaf students • This task may be particularly appropriate for deaf student • Stress importance of using proper cleanser and tool for each task • Special attention must be paid to the safe handling of caustic cleaning materials

Supportive Instructional Materials:

SUBCLUSTER: HOSPITAL HOUSEKEEPING

Sheet 1 of 1

TASK: Disinfect restroom floors

Code: HTH- HH16

Student Name: _____

Student Progress					Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced	Involved	Productive	Employable			
					Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: 1. select the equipment needed in disinfecting a restroom floor: a. detergent-disinfectant b. wet mop c. buckets and gearpress d. pressure spray e. putty knife f. door stop. 2. prepare detergent-disinfectant solution according to manufacturer's directions. 3. mop or spray down solution over complete floor area. 4. pick up dirty solution with wet mop. 5. allow floor area to dry sufficient length of time. 6. clean and store equipment properly.	• Class members get involved in identifying brand names and the uses of the cleaning product. • Teacher may wish to set this up as a game with points for successfully naming and stating uses of product.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 2,9 NUMBERS B 4b,c APPLICATION C 5,8 PHYSICAL D 1a,d 2b 3g			

SUBCLUSTER: HOSPITAL HOUSEKEEPING

Code: HTH - HH16 TASK: Disinfect restroom floors

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	• This task may be particularly appropriate for deaf student. • Drill deaf student extensively on language of the task. • This is an excellent time to improve the image of the Hospital Housekeeper/Building Service by bringing in an aide who has done a good job with dignity, stressing the relationship between a clean floor and reinfection of a patient.
Sanitize Spray Solution Disinfectant Germicide Toxic Dispenser Deodorant block Door stop Equipment	Convert pints to cups	

Supportive Instructional Materials:

SUBCLUSTER: HOSPITAL HOUSEKEEPING

TASK: Clean and polish mirrors, windows, and glass

Code: HTH - HH17

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced	Involved	Productive	Employable	Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: 1. select and use cleaning and polishing tools and materials (exterior and interior): a. soft cloth b. chamois c. soft sponge d. window brushes e. poles f. squeegees g. window platform h. razor blade. 2. demonstrate the procedures/techniques for cleaning glass: a. windows (interior/exterior) b. case glass c. cupboards d. shelves e. transoms f. glass fixtures g. light bulbs h. globes i. glass of wall pictures. 3. determine the frequency of glass cleaning. 4. observe safety precautions in cleaning exterior glass surfaces.	• Students work with school building custodian performing the identified job skills. • Students review illustrated text materials. • Teacher, student, and/or resource aide shows evidence of understanding the squeegee method by demonstrating in horizontal and vertical strokes with water on a cloth. • Class to exhibit spray cleaning method in a similar manner. • Summary cleaning lecture including: 1. Kerosene - ammonia in water 2. Safety, safety belts, stepladders,, platforms.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 9 NUMBERS APPLICATION C 5,6,8 PHYSICAL D 1a,d 2a 3b,c	Building Maintenance	13	30
	Janitor-Custodian	13	30

SUBCLUSTER: HOSPITAL HOUSEKEEPING

Code: HTH - HH17 TASK: Clean and polish mirrors, windows, and glass

Basic Information for Cooperative Teaching	
Language of the Task	Quantitative Concepts
Bulbs, light Fixture Polish Window Squeegee Picture Globe Glass Sheen Furniture Soak Chamois Detergent Window brush Shake	Students interpret bucket which is full, 3/4 full, 1/3 full, etc. Distinguish between quarts and pints. Figure equivalents, i.e. how many cups in 1/2 pt. Abbreviations for liquids

Suggestions:

- Be sure students are aware of common directions on cans, i.e. shake well before using, use in well ventilated room, etc.
- Stress importance of using proper cleanser and tools for each task.
- This task may be particularly appropriate for deaf student.
- Speak distinctly and slowly, use simple sentences, and look directly at lip reading deaf students.
- Observe the classroom and discuss some common cleaning procedures necessary for maintenance.

Supportive Instructional Materials:

Cleaning materials in containers including directions
Collection of cleaning supplies and utensils

SUBCLUSTER: HOSPITAL HOUSEKEEPING

Sheet 1 of 1

TASK: Wash and polish metal, wooden and upholstered furniture

Code: HTH - HH18

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills
Introduced	Involved	Productive	Employable	

Given the necessary tools, materials, equipment, and requisite knowledge, the learner will:

1. select the equipment needed to clean furniture:
   a. two pails
   b. detergent solution
   c. furniture polish
   d. clean, dry cloths
   e. sponge
   f. putty knife
   g. treated dustcloth.
2. mix detergent in 1/2 pail of warm water as per manufacturer's directions.
3. cover floor with drop cloth.
4. clean furniture with wet cloth or sponge.
5. damp wipe furniture following washing.
6. wipe furniture with dry cloth.
7. lightly polish furniture using furniture polish and clean, dry cloth.

Instructional Methods

- Students prepare a display and label a variety of polishing materials.
- Teacher concentrates his effort with students having difficulty.
- Teacher makes contact with each student during the class period.
- Teacher encourages small peer group cooperation and interaction.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 2,9 NUMBERS B 4c APPLICATION C 5,9 PHYSICAL D 1a,d,f 2b 3c,g			

SUBCLUSTER: HOSPITAL HOUSEKEEPING

Code: HTH - HH18 TASK: Wash and polish metal, wooden and upholstered furniture

Basic Information for Cooperative Teaching

Language of the Task

Polish
Furniture
Plastic pail
Cloths
Solution
Sponge
Circular motion
Stubborn marks
Steel wool
Surface
Soil
Desk
Legs
Lightly
Brass
Copper
Bronze
Chromium
Aluminum
Porcelain
Nickel

Quantitative Concepts

Define: net 32 fl. oz. (1 qt)

Work with measuring cups to illustrate and practice liquid equivalents, i.e. 1/2 pint equals how many cups?

Suggestions:

- Make students aware that different color dust cloths come from different cleaning services.
- Stress importance of using proper cleaner and tool for each task.
- This task may be particularly appropriate for deaf student.
- Drill deaf student extensively on language of the task.

Supportive Instructional Materials:

Collection of tools and supplies labeled by name and identified use

SUBCLUSTER: HOSPITAL HOUSEKEEPING

Sheet 1 of 1

TASK: Clean light fixtures

Code: HTH - HH19

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced	Involved	Productive	Employable	Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: 1. select the equipment needed for cleaning light fixtures: a. pail of warm water b. low foam detergent c. stepladder d. two dry cloths e. cellulose sponge f. pliers g. feather duster h. small brush i. starter j. replacement fluorescent tubes. 2. prepare detergent/water cleaning solution, following manufacturer's directions. 3. set up ladder and spread drop cloths, canvas, or plastic. 4. remove and clean globe of incondescent light fixture. 5. clean/dust incondescent light fixture. 6. remove and clean reflectors and tubes in fluorescent light fixtures.	• Resource person who is currently employed demonstrates and simulates how to: 1. set up stepladder 2. move ladder to be under fixture 3. carry glove in one hand, hold on to ladder with other 4. wash a glove 5. replace a tube 6. remove reflectors 7. perform job safety 8. choose cleaning agents. • Teacher encourages small peer group cooperation and interaction. • Teacher matches successful students who are interested in helping those having difficulty.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 2,9 NUMBERS APPLICATION C 5,9 PHYSICAL D 1a,c,d,e 2c 3a,b,c,g			

SUBCLUSTER: HOSPITAL HOUSEKEEPING

Code: HTH - HH19 TASK: Clean light fixtures

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	
Fluorescent Incondescent Reflector Lamp Tube Scaffold Ladder Erect Pliers Screw driver Bulbs	Figure measured lengths of fluorescent bulbs (tubes) 6'-12'. Interpret voltage and wattage of bulbs.	• Physical requirements travel up ladder with one hand holding rung open and close ladder slide ladder across floor • This task may be particularly appropriate for deaf student. • Drill deaf student extensively on language of the task.

Supportive Instructional Materials:

SUBCLUSTER: HOSPITAL HOUSEKEEPING

TASK: Clean rugs and carpets

Code: HTH - HH20

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills
Introduced	Involved	Productive	Employable	

Given the necessary tools, materials, equipment, and requisite knowledge, the learner will:

1. select the equipment needed for rug cleaning:
   a. upright or tank type vacuum cleaner
   b. spotting kit
   c. untreated dust cloths
   d. treated dust cloths
   e. pile brush
   f. detergent/disinfectant
   g. floor machine
   h. measuring cup
   i. pails
   j. wet/dry vac
   k. shampoo.
2. dry vacuum clean rugs.
3. use "pile lifter" vacuum machine on rugs once a week.
4. clean dust bag on vacuum.
5. shampoo rug using rotary machine with automatic detergent feed.
6. comb or brush the nap of the rug uniformly.
7. allow rug to dry and vacuum.
8. clean a rug by the dry process method (powders-granules).

Instructional Methods

- A field trip to a rug cleaning service could show a student cleaning processes such as:
  1. Spotting carpets using spotting brush
  2. Pushing vacuum cleaner back and forth
  3. Mixing solution
  4. Filling tank.
- Teacher and/or students could assemble samples of carpets including nylon, wool, cotton, acrylics, etc., for the students to handle, observe and on which to try out cleaning materials and methods.
- Teacher demonstrates how to stroke vacuum cleaner, how to empty filter bag, and how to vacuum stairs.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 7,9 NUMBERS B 4c APPLICATION C 5,6,8 PHYSICAL D 1a,d,e 2c 3a,c,f			

SUBCLUSTER: HOSPITAL HOUSEKEEPING

Code: HTH - HH20 TASK: Clean rugs and carpets

Basic Information for Cooperative Teaching

Language of the Task

- Carpet
- Rugs
- Spotting kit
- Stains
- Vacuum cleaner
- Pile lifter
- Filter bags
- Wet shampoo
- Dry shampoo
- Broadloom
- Synthetic
- Conventional
- Wool - cotton

Quantitative Concepts

Distinguish between pints, quarts, gallons of cleaning agents.

Figure size of carpet (in square yards) in a room 9'x12'.

Figure amounts of cleaning agents needed to clean the 9'x12' carpet.

Figure drying time in hours or minutes.

Suggestions:

- Identify types of carpet and the difference between rugs and carpets.
- This task may be particularly appropriate for deaf student.
- Assist student in improving judgment and decision making skills.

Supportive Instructional Materials:

SUBCLUSTER: HOSPITAL HOUSEKEEPING

Sheet 2 of 2

TASK: Clean rugs and carpets

Code: HTH - HH20

Student Name: _____

Student Progress					Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced	Involved	Productive	Employable		Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: 9. identify common rug stains. 10. test rug for colorfastness. 11. spot clean rug by using either of the two types of spotters: a. wet side water base b. dry side-solvent base.	

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE			
NUMBERS			
APPLICATION			
PHYSICAL			

SUBCLUSTER: HOSPITAL HOUSEKEEPING

Code: HTH - HH20 TASK: Clean rugs and carpets

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	

Supportive Instructional Materials:

SUBCLUSTER: HOSPITAL HOUSEKEEPING

Sheet 1 of 1

TASK: Wash windows

Code: HTH - HH21

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills
Introduced	Involved	Productive	Employable	

Given the necessary tools, materials, equipment, and requisite knowledge, the learner will:

1. select the equipment needed for window washing:
   a. glass cleaner
   b. squeegee
   c. chamois (sheep skin)
   d. sponge
   e. stepladder
   f. pail or bucket
   g. window washing ladder.
2. set up and position stepladder safely.
3. wash window with glass cleaner solution, using a sponge.
4. dry the window by using a squeegee and/or chamois.
5. clean outside surfaces of windows using a safety belt.
6. wash and clean chamois.

Instructional Methods

- Instructor or resource person demonstrates how to:
  1. Use window pole and brush
  2. Apply pressure to pole while removing water
  3. Apply water with window brush
  4. Use horizontal and vertical strokes
  5. Use figure 8 motion
  6. Safely handle ladders, platforms, and belts.
- Teacher concentrates his effort with students having difficulty.
- Teacher encourages small peer group cooperation and interaction.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE			
NUMBERS			
APPLICATION			
PHYSICAL			

SUBCLUSTER: HOSPITAL HOUSEKEEPING

Code: HTH - HH21 TASK: Wash windows

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	**Quantitative Concepts**	
Cloths Steelwool Spray cleaner Glass Polish Streaks Finger marks Chamois (sheep skin) Window brush Scaffold Putty knife Squeegee pole Shake Scrape Excess Edges	Determine length and width of window. Utilize symbols for feet ' - and for inches ". Determine capacity of bucket by sight (16 qt., 8 gal., number of gallons).	• This task may be particularly appropriate for deaf student. • Speak distinctly and slowly, use simple sentences, and look directly at lip reading deaf students. • Stress importance of using proper cleanser and tool for each task. • Alert student to the need for safe, and careful workmanship.

Supportive Instructional Materials:

SUBCLUSTER: HOSPITAL HOUSEKEEPING

TASK: Clean metal surfaces

Code: HTH - HH22

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills
Introduced	Involved	Productive	Employable	

Given the necessary tools, materials, equipment, and requisite knowledge, the learner will:

1. wash selected metals with mild solution of detergent and warm water:
   a. aluminum
   b. stainless steel, chrome
   c. iron.
2. clean selected metals with aerosol cleaner and wipe lightly with untreated dust cloth:
   a. aluminum
   b. stainless steel, chrome
   c. unlacquered brass or bronze
   d. copper.
3. wash copper surfaces with mild acid cleaner followed by mild detergent bath and dry with clean untreated dust cloth.
4. remove rust buildup on iron with kerosene or solvent on a .00 steel wool pad.

Instructional Methods

- Advanced student, resource person (from on job) or instructor demonstrates:
  1. How to fold cloth
  2. How to handle steel wool pads.
- Students have "on-hands" practice on folding of cloths and handling steel wool pads.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 7,9 NUMBERS B 4c APPLICATION C 5,8 PHYSICAL D 1a,d 2b 3c,f,g			

SUBCLUSTER: HOSPITAL HOUSEKEEPING

Code: HTH - HH22 TASK: Clean metal surfaces

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	
Dilution Lukewarm Scrub Rinse Wipe Soft cloth Maintain Cleaning Names of metals brass copper bronze aluminum nickel stainless steel	Figure ratios of 10 to 1 for cleaning solutions. Measure and add 12 oz to 1 gallon of water. Utilize units of liquid volume, i.e. ounces, pints, quarts.	• Assist student in improving judgment and decision making skills. • This task may be particularly appropriate for deaf student.

Supportive Instructional Materials:

SUBCLUSTER: HOSPITAL HOUSEKEEPING

TASK: Perform dusting

Code: HTH - HH23

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced	Involved	Productive	Employable	Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: 1. top dust an area after selecting equipment and materials: a. treated dust cloth b. damp dust cloth c. pails d. wall brush e. feather duster f. whisk broom g. port-a-vacs. 2. follow a prescribed procedure for dusting: a. bring equipment to area b. fold cloth into squares c. begin at entrance d. use horizontal and vertical strokes e. start at top and dust down f. inspect your work.	• The vocational instructor discusses and demonstrates: 1. How to fold dust cloth 2. How to handle dust cloth - vertical and horizontal 3. What and where to dust 4. Size of handle dusters 5. Types of surfaces to be dusted.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 2,6,9 NUMBERS B 4a APPLICATION C 2,5 PHYSICAL D 1a,c,d,e 2b 3a,c,f,g			

SUBCLUSTER: HOSPITAL HOUSEKEEPING

Code: HTH - HH23 TASK Perform dusting

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	• Perform up and down motion • This task may be particularly appropriate for deaf student. • Speak distinctly and slowly, use simple sentences, and look directly at lip reading deaf students.
Horizontal	Estimate 6' (feet)	
Vertical	Estimate 6" (inches)	
Side	Measure height of desk, chair.	
Handle duster	Measure length of desk.	
Feather duster	Measure width of chair.	
Rags		
Desk		
Filing cabinet		
Window sills		
Telephone		
Machine stands		
Ash tray		
Pictures		
Molding		
Baseboard		

Supportive Instructional Materials:

SUBCLUSTER: HOSPITAL HOUSEKEEPING

Sheet 1 of 1

TASK: Store maintenance supplies and equipment

Code: HTH - HH24

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced	Involved	Productive	Employable	Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: 1. demonstrate the techniques for storing supplies and equipment for: a. easy access b. minimize damage or loss c. easy inventory d. easy checkout and recording of amount used e. material handling safety. 2. care and upkeep of equipment: a. keep equipment clean b. report faulty equipment c. properly hang equipment.	• Students work with building custodian, storing maintenance equipment and supplies. • Students review illustrated text materials. • Teacher encourages small peer group cooperation and interaction.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 1,9	Building Maintenance	13	30
NUMBERS B 2b 4a,b, 5	Janitor-Custodian	13	30
APPLICATION C 3,6,7			
PHYSICAL D 1a,b,d 2b 3b,c,d,g,f			

SUBCLUSTER: HOSPITAL HOUSEKEEPING

Code: HTH - HH24 TASK: Store maintenance supplies and equipment

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	
Inventory Safety Supplies Equipment Bins Storage Materials Damage Loss Checkout Record	Relate inches and feet to space between shelves, size of bins, etc. Relate weights of containers and contents to pounds, ounces, etc. Relate quantities of supplies to dozens, gross, etc. Written checkout records of supplies and materials. Computations for inventorying supplies and equipment.	• This task may be particularly appropriate for deaf student. • Speak distinctly and slowly, use simple sentences, and look directly at lip reading deaf students. • Stress the importance of organized storage for purposes of easy access and safety.

Supportive Instructional Materials:

SUBCLUSTER: HOSPITAL HOUSEKEEPING

Sheet 1 of 2

TASK: Schedule maintenance activities

Code: HTH - HH25

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced	Involved	Productive	Employable	Given the necessary tools, materials, equipment, and requisite knowledge, the learner will 1. develop a daily maintenance sequence for the following areas: a. lobby (cleaning/dusting) b. public toilets (men's and women's) c. passenger elevators d. freight elevators e. offices f. corridors g. stairwells h. locker rooms i. janitorial closets j. sweeping k. wet mopping l. stripping m. damp mopping. 2. develop a weekly maintenance sequence for the following areas: a. lobby b. public toilets c. passenger elevators d. offices e. corridors f. stairwells g. locker rooms h. janitorial closets i. damp wiping j. buffing k. entrance glass l. furniture vacuumed m. waxing n. dust molding.	• Teacher encourages small peer group cooperation and interaction. • Teacher matches successful students who are interested in helping those having difficulty.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 8,9 NUMBERS B 1,2,4a,c,d, 5,6 APPLICATION C 1a, 4,5,6, 8 PHYSICAL D 1a, 2a			

SUBCLUSTER: HOSPITAL HOUSEKEEPING

Code: HTH - HH25 TASK: Schedule maintenance activities

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	
Daily Weekly Quarterly Monthly Annually Semi-annually Duties Corridor Cafeteria Light fixtures Interior Exterior Supplies Toilets Garbage Abbreviations for liquid measurements	Figure square footage of floor areas. Compute time as related to the maintenance plan, i.e. semi-annual, annual, etc. Read and interpret a tape measure for measuring room sizes, etc.	• This task may be particularly appropriate for deaf student. • Speak distinctly and slowly, use simple sentences, and look directly at lip reading deaf students. • Assist student in improving judgment and decision-making skills. • Stress the importance of planned regular cleaning.

Supportive Instructional Materials:

SUBCLUSTER: HOSPITAL HOUSEKEEPING

TASK: Schedule maintenance activities

Code: HTH - HH25

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced	Involved	Productive	Employable	Given the necessary tools, materials, equipment, and requisite knowledge, the learner will 3. develop a monthly maintenance plan for the following areas: a. lobby b. janitorial closet c. corridors d. public toilets e. office f. stairwells g. locker rooms h. wash interior glass i. polish furniture j. damp wipe walls k. spot walls l. wash waste baskets m. dust venetian blinds. 4. develop a semi-annual or annual maintenance plan for lobby, public toilet, office, corridors, stairwell, locker room, and janitorial closet areas to include: a. ceilings b. light fixtures c. floors d. walls e. furniture thoroughly vacuumed f. strip, seal, wax all floors g. buff all floors.	

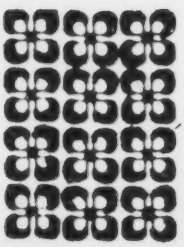
Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE			
NUMBERS			
APPLICATION			
PHYSICAL			

SUBCLUSTER: HOSPITAL HOUSEKEEPING

Code: HTH - HH25 TASK: Schedule maintenance activities

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	

Supportive Instructional Materials:



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INSTRUCTIONAL MATERIALS BIBLIOGRAPHY

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2.	Minnesota Mining and Manufacturing Company Medical Film Library 2501 Hudson Road St. Paul, Minnesota 55119	A. "Placing a Bedpan" 60V1
3.	Prentice-Hall 222 W. Adams Street Chicago, Illinois 60606 Lippencott E. Washington Street Philadelphia, Pa 19105	A. "Bedbath" B. "Draping a Patient" C. "Handwashing" D. "Making a Closed Bed" E. "Making an Occupied Bed" F. Storytelling by Ruth Tooze
4.	Sterling Educational Films P.O. Box 8497 Universal City, Ca 91608	A. "Bathing and Morning Care" #69 C 59

5. Trainex Filmstrips
P.O. Box 116
11016 Garden Grove Blvd.
Garden Grove, Ca 92640

A. "Admission and Discharge"
BN-108

B. "Blood Pressure"
BN-101

C. "Care of the Patient in Traction"
SN-148

D. "Cleaning the Check-out Room"
HK-132

E. "Cleaning the Isolation Room"
HK-133

F. "Cleaning the Occupied Room"
HK-131

G. "Cleansing Enema"
BN-102

H. "CPR"
CP-186

I. "Custodial Duties"
AK-134

J. "Feeding the Patient"
BN-107

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FS-158

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HK-137

M. "Hospital Food Handlin
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N. "Housekeeping Orientation"
HK-130

O. "Intake and Output"
PC-173

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BN-118

Q. "Orientation"
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R. "Positioning"
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416 Fourth Street
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Sierra Madre Community Nursery School Association
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18.	New York University Film Center 26 Washington Place New York, N.Y. 10003	"When Should Grown Ups Help"
19.	Churchill Films 662 N. Robertson Blvd. Los Angeles, Calif 90069	"Guiding Behavior"
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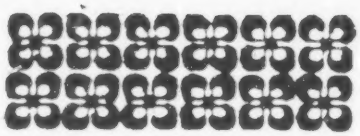

APPENDIX

- INSTRUCTIONAL MATERIALS CODE

- TASK-RELATED COMPETENCIES CODE

INSTRUCTIONAL MATERIALS CODE

MEDIA CODE/INDEX

Code	Media	Probable Learning Sensations					
		Vis.	Aud.	Tac.	Kin.	Ole.	Sav.
1	Demonstration with real objects/materials	x	x	x	x	x	x
2	3-D models - Mockups	x	x	x	x	x	x
3	Games - Simulators	x	x	x	x	x	x
4	Sound/Slide Programs	x	x				
5	Filmstrip - Cassette/Record	x	x				
6	TV - Broadcast, Closed Circuit	x	x				
7	Video and/or Audio Recorder	x	x				
8	Film, 16mm - BW/Color, Sound	x	x				
9	Film loop, 8mm	x					
10	Filmstrip	x					
11	Slides	x					
12	Overhead transparencies	x					
13	Books, Magazines, Texts, Booklets	x					
14	Pamphlets, Brochures, Manuals, Workbooks	x					
15	Newspapers, Cartoons	x					
16	2-D Displays, Charts, Graphs, Posters	x					
17	Drawings, Photographs, Schematics, Maps	x					
18	Opaque Projectuals	x					
19	Telephone, Intercom		x				
20	Other, specify						

BIBLIOGRAPHY REFERENCE

. . . complete ordering information for each of the commercially or teacher-produced instructional materials may be obtained by checking this reference number in the Instructional Materials Bibliography located in the back of the Cluster Guide.

TASK-RELATED COMPETENCIES

The task-related competencies are a summation of the specific skills, understandings, and/or attitudes that are necessary to satisfactorily accomplish the instructional tasks found in the ten cluster guides. The following listing is used for interpreting the Task-Related Competency code numbers found on each task sheet. A more detailed description of each of the identified competencies can be found either in the Program Guide or the Project Handbook.

A. SKILLS BASED ON KNOWLEDGE

1. Name one or more items
2. Request supplies and/or equipment
3. Check for accuracy and, if necessary, require correction of self and/or others
4. Discriminate sound cues, recognize normal sound as opposed to abnormal sound
5. Identify color
6. Identify form, size, shape, texture
7. Sequencing - Respond by pre-determined plan
8. Write identifying information of persons, places, and/or objects, serial no., weight, and/or types of products on slips or tags, etc.
9. Obtain information through sight, shape, size, distance, motion, color, and other unique characteristics
10. Discriminate olfactory cues

B. CONCEPT OF NUMBERS BASED ON KNOWLEDGE

1. Ordinal
2. Cardinal
   a. read numbers and/or copy
   b. count and/or record
3. Make change (money)
4. Measure
   a. distance
   b. weights - volume - balance
   c. liquids - solids
   d. time (measurement of)
   e. degrees of circle
   f. temperature, pressure and humidity
   g. torque
   h. electricity
   i. plumb - level
5. Perform simple addition and/or subtraction
6. Perform simple multiplication and/or division

TASK-RELATED COMPETENCIES, continued. . .

C. COMPREHENSION AND PERFORMANCE

1. Forms
   a. write
   b. file, post and/or mail
2. Match
   a. duplicate
   b. sort
3. Check lists and/or fill out report forms
4. Time awareness
5. Follow verbal symbol and/or written direction
6. Recognize words (not numbers) or ability to read and/or write
7. Depth perception
8. Ability to select most appropriate solution
9. Concept of distance

D. SKILLS BASED ON PHYSICAL ABILITIES

1. Fine Coordination
   a. coordinate eyes and hands or fingers accurately
   b. make precise movement
   c. move fingers to manipulate objects
   d. move hands skillfully - placing and turning motion
   e. coordinate hand and foot
   f. feeling - perceiving objects and materials as to size, shape, temperature, moisture content, or texture by means of touch
2. Strength (lifting, carrying, pushing, and/or pulling)
   a. sedentary work, 10# occasionally lifting and/or carrying small items such as tools, etc.
   b. light work, 20#, requires a significant amount of standing or walking
   c. medium work, lifting 50#, frequent lifting and carrying objects weighing 25#
   d. heavy work, frequent lifting and/or carrying up to 50#
   e. very heavy work - lifting objects in excess 100#, lifting and/or carrying objects weighing 50# or more
3. Gross Coordination (climbing and/or balancing)
   a. maintain body equilibrium to prevent falling when walking, standing, crouching, or running on narrow, slippery or moving surfaces
   b. ascend and descend ladders, stairs, scaffolding, ramps, poles, ropes, using feet and legs and/or hands and arms
   c. reaching - extending hands and arms in any directions
   d. crawling - moving on knees or hands and feet
   e. kneeling - bend legs at knees to rest on knee or knees
   f. stooping - bend downward and forward by bending legs and spine
   g. bending - downward and forward by bending at the waist